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ABSTRACT

This manual outlines goals, and provides reading material, problem situations and suggested class activities for use in teacher education workshops concerned with overcoming sex role stereotyping in education. Materials for the first workshop session cover the general topic of sex-role stereotyping and its definition in terms of the traits, preferences and behaviors it implies. The remaining three topic areas for workshops are: students' choice of careers and jobs, students' participation in extra-curricular activities and elective courses, and the teacher's choice and use of curriculum materials. Included in the appendixes is material to be used with or in addition to the workshops. Appendix A is an introduction to the analysis of sex-role-relevant books, films and film strips. Its purpose is to illustrate the use of the criteria outlined in the first workshop for identifying non-sex-biased materials. Appendix B is a selection of responses to some of the classroom activities carried out by teachers participating in workshops conducted with materials in this manual. Appendix C deals with assessing the impact of the workshops and provides instruments for its evaluation. Appendix D deals in more detail with a particular aspect of the development of sex roles of interest to counselors: sex differences in behavioral problems and the development of sexual identity. Appendix E relates specifically to the school librarian's role in the elimination of sex-role stereotyping in education by providing additional information, resources and activities for individual or group use. (Author/SS)

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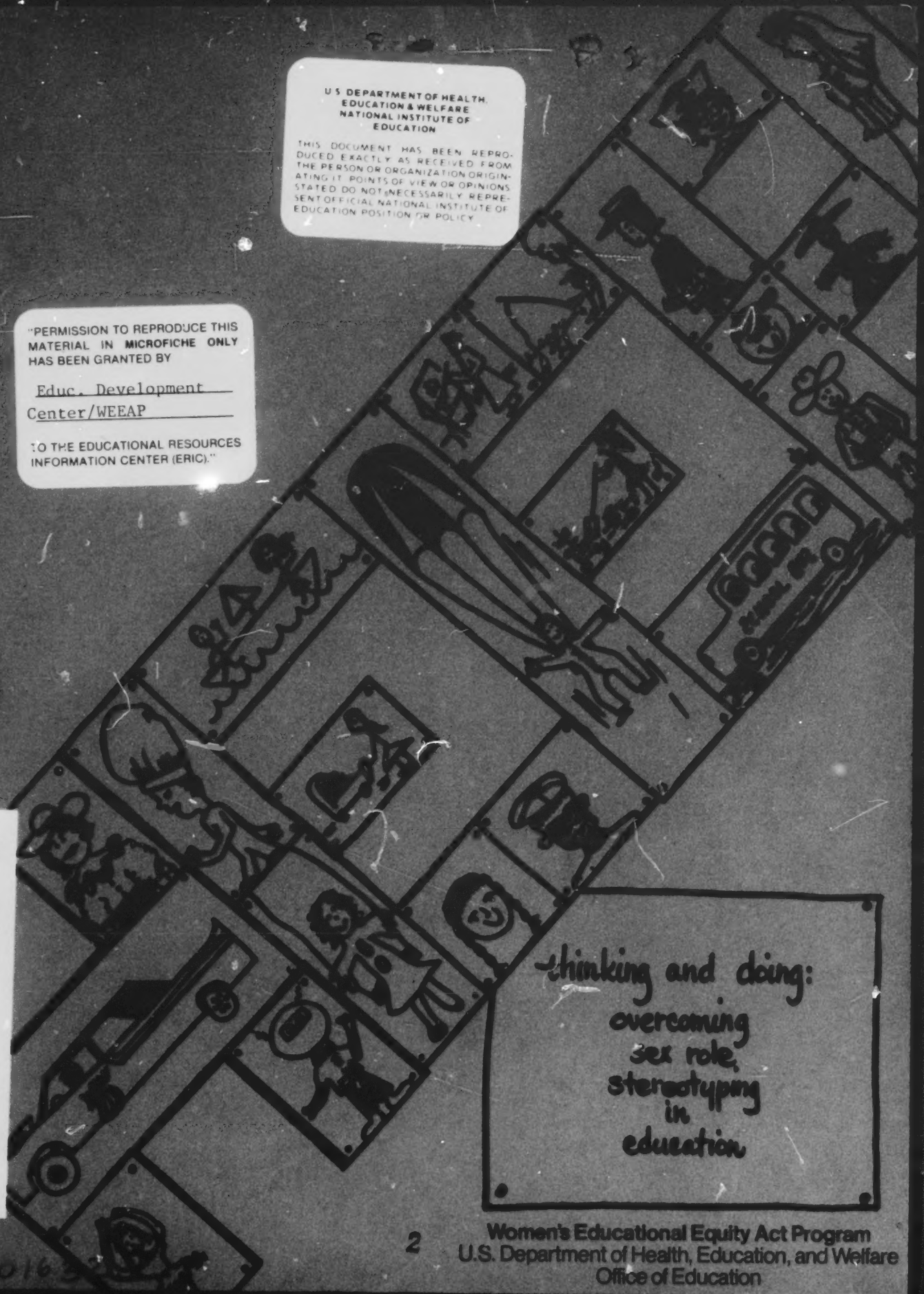

thinking and doing: overcoming sex role stereotyping in education

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Women's Educational Equity Act Program
U.S. Department of Health, Education, and Welfare
Office of Education

THINKING AND DOING:

OVERCOMING SEX-ROLE STEREOTYPING IN EDUCATION

by
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Dedicated to Patsy T. Mink

Note to Workshop Leader:

Before conducting any workshops, please read carefully all material in this manual. Pay particular attention to the Appendixes, beginning on page 119, which provide important background information for the workshops. Familiarity with the complete body of material will prepare you to answer questions that come up in the workshops, and to plan your program with greater flexibility and confidence.

We recommend that you put the manual in a loose-leaf binder as the glue backing on the spine is not permanent. Pages can be pulled out in case you wish to use individual sections separately.

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CHAPTER 1
INTRODUCTION

WHY ANOTHER MANUAL?

What is equality in educational opportunity for both sexes? In the United States, girls and boys have been attending school on the same basis, often the same schools, and the same classrooms, for over a hundred years. Yet within the last ten years, a flood of studies and articles have complained about educational inequities throughout the country, sometimes in favor of boys, sometimes in favor of girls. What are they talking about? A number of issues are involved. For example:

> Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in the operation of most federally assisted education programs. A decision of the United States Supreme Court of 1954 declared that education that was segregated with respect to race could not be equal. A decision of the United States Supreme Court of 1977 declared that programs segregated with respect to sex were permissible as long as comparable programs were offered to both sexes. Is this equality of education?

The overwhelming majority of the studies and surveys run on the subject of sex-stereotyping in education have been concerned with children's literature and textbooks. Many of these studies were done without knowledge of the others. Yet they all came to substantially the same conclusions: women and girls were under-represented in both the text and illustrations of most children's books. Even when females were depicted, they were shown doing duller, more routine, less adventurous things, often totally in keeping with the stereotypic female role of cooking, cleaning and sewing. Within the last five years, most of the major publishers of such books have issued guidelines for authors, editors and book selection committees which should be helpful in identifying, avoiding, and overcoming such stereotyping, particularly in its denigrating or limiting implications. Would the use of such guidelines, and the substitution or free availability of non-sexist books for children, both inside and outside the classroom, result in equality of education?

It is a well-known observation that during the primary school years boys have more academic and behavioral problems than do girls. Some authors attribute this to the "feminine" standards of conduct that female teachers are said to impose on their students. Others attribute it to a perception of school as a feminine place. If primary school teachers included as many men as women, would that be equality of education?

On the other hand, despite the predominance of women teachers in the lower grades, as one moves up the grade levels, the proportion of male educators inexorably increases. Would a more even proportion of women in the upper academic reaches constitute equal educational opportunity? What is the effect and importance of successful "role models" in stimulating the achievements and aspiration of students?

Girls and boys tend to prefer somewhat different academic subjects in the upper grades. The tendency of boys to avoid courses in home economics and typing has never been considered defective preparation for marriage and modern living. Yet it has recently been recognized that the tendency of girls to avoid mathematics, science and shop courses limits their access to many vocational and professional programs, skills and rewards. If these differential preferences are indeed reflections of "natural" group tendencies, then are educational programs that accommodate them fair and equitable? Even if these tendencies simply reflect the demands and expectations of the society for which the boys and girls are being prepared, is it not right that the educational system should prepare our children realistically for the choices that are waiting for them? Or is it the responsibility of educators to see that boys and girls can participate in or even initiate whatever changes the future may bring?

The questions of equality between the sexes, in education and in life, are both simpler and more complex, more pervasive and more delicate, than those of equality among other human groups. Males and females, after all, are equally represented in all other human divisions, racial, ethnic and economic. Like the issues of justice and equality among all of these groups, perhaps outlasting them all, the questions of equality between males and females are here for us to deal with forever.

In the last few years, changes have been underway in many school districts, both in curriculum and in practices and procedures inside and outside the classroom. More are on the way. It is the intent of this Manual to help teachers and other educators both to interpret what has already happened, and to anticipate, shape and guide the course of future change.

BUT WHY THIS MANUAL?

Every discussion of social change has underlying it a set of ideas about how changes in beliefs are connected with changes in practice and behavior. When we change our minds or attitudes about something, exactly what do we do that is different? Or, on the other hand, can we try out something different, and only adjust our attitudes and beliefs about it later? How gradual is the process of change or how difficult? Can it happen suddenly, or only by slow stages? Are the things we learned to do and think as children harder to change than the things we learned later in life? Can what we do and think in one area of life be separated from our thoughts and behaviors in other areas?

Psychologists, like other people, have taken a variety of approaches to these questions. Those who have engaged in attempts to modify or eliminate sex-role stereotyping have usually started with the assumption that beliefs about what constitutes appropriate behavior and traits for the two sexes, and the traits and behaviors themselves, are inculcated very early in childhood by parents and other relatives, and constantly reinforced by teachers, neighbors, friends, books, television and every other source of social influence in the course of growing up and after. There are two important things to be noted about this approach. The first is that there are no "natural" preferences or traits, that any observed average differences in behavioral tendencies between the sexes are entirely socially inculcated. The second is that behavior and attitudes learned young and reinforced often are much more difficult to change than behaviors and attitudes arising from later learning. The means of eliminating or modifying such stereotyping which are suggested by this approach consist of systematic attempts to encourage and reward other types of behaviors and the expression of other types of attitudes than those which were traditionally considered appropriate to the sex of the learner. Within the approach, beliefs and behaviors are often considered somewhat separate or separable, so that they may be changed or modified independently of each other. Changes in beliefs, or "awareness," may not necessarily suggest particular changes in conduct or practice.

The major approach which underlies this Manual is somewhat different and not so well known, although much of the material and many of the activities may seem familiar. It is based on the work of the Swiss philosopher and psychologist, Jean Piaget. According to his theory, all thinking and reasoning develop in response to action, and the changes such action produces in the environment around one. So far, the two approaches are the same. Piaget believes, however, that human beings, both children and adults, do not simply receive information and instructions from the world around them, but are active constructors of their own perceptions. That is, they continually try to sort out and make sense of what is happening around them through a connected system of beliefs and logic based on what they have come to believe has happened to them in the past.

Because of this continual process of relating every event to every other event, and every belief to every other one, Piaget does not consider individual specific "learnings" or "facts" acquired to be important in development. Rather, he concentrates on the systems of reasoning that connect these facts and beliefs. Because each system of reasoning has these internal connections, the changes Piaget considers important are the successive substitutions of one system for another. As children grow up, one system seems to follow another in a set order, so Piaget has called these systems "stages."

The description of the stages of children's thinking is the best known part of Piaget's theory. For the present purposes, it is not necessary to go into exactly what these stages are, but only to note some of the things they tell us about changing attitudes. The first is that, because each constitutes a whole way of looking at and thinking about the world, they are difficult to change, but change is important: it can be stimulated or retarded, but it cannot be reversed. There is no "critical" period: important learning may take place, in fact does take place, at any time in life. The process through which children and adults learn or change their modes of thinking is basically the same. Secondly, there are parallels and connections between the ways in which people think about the factual world about them—such things as space, time, mathematics and history—and the ways in which they think about the social world about them—what should be the proper relationships and behavior of people with each other.

What produces changes in the way people think about things—and what they do about them, for in this theory the two are indissolubly connected—is the occurrence of contradiction or conflict which cannot be resolved satisfactorily by means of the current way of thinking. Enough of such contradictions and conflicts, together with the presentation or existence of a new way of thinking which would satisfactorily resolve the conflicts, will stimulate the adoption or development of the new way of thinking. The motive for changing one's mind and actions, or adopting a new way of thinking about things, is the satisfaction derived from being able to understand, predict and control the environment, and the positive self-image which accompanies such feelings.

The new method of thinking must be properly matched to the old method, otherwise it will not be perceived that the new method can adequately meet the shortcomings of the old. But since any group of people can be expected to have a variety of ways of thinking about any given topic, how is it possible to try to change a whole lot of minds at once? The answer lies in the presentation of a number of different points of view as possible responses to issues which may seem to pit values or beliefs against each other. The very nature of discussions among groups of people holding differing opinions, provided all are encouraged to present and justify their opinions in detail, will tend to do this. Using this approach, then, the medium of choice of the workshops described in this Manual, is the small group discussion, rather than the lecture or media presentation, where the tendency is for the participants to be more passive receivers of information.

USING THE MANUAL

Small group discussions, in which there is encouragement for each participant to present her or his viewpoints and arguments in detail, to answer questions, and to press others to do the same, are likely places for the contraditions and conflicts in each person's ideas to become clear. They are also likely places for solutions and better answers to be recognized and brought to the participants' attention. In order to bring out differing opinions and as large a variety of points of view as possible, the workshop sessions are organized around sets of problem situations and a number of possible responses that could be made to them.

In keeping with the philosophy of this approach, which holds that reasoning is about courses of action and their consequences, the alternatives presented and discussed are a variety of possible activities or behaviors, or justifications for such activities, or both. In conjunction with the workshop discussions, suggestions are provided for activities that could be used in the classroom, or in the course of the educator's work. The results of these activities should further fuel the workshop discussions. Trying out at least some of these activities is a crucial part of the program as it is conceived.

The reading material which is provided in this Manual is deliberately kept short and general, and is accompanied by questions and sample discussions. It may be supplemented, as the leaders and participants think necessary or desirable, by statistics, visual aids, or other types of information, that can strengthen the basis for discussion and be kept up to date as the current situation changes. The focus,

however, is on examination of the issues through discussion rather than on learning "facts."

Once we begin to listen carefully to the arguments of others, and to reflect upon our own, we notice that decisions and judgments can be made in different terms, with different ideas about why something may be good or bad, desirable or undesirable. This is particularly true when the discussion is about social conditions and arrangements, and the arguments turn on what **ought** to be as much as on what now exists. It may help to list here some of the possible criteria in terms of which social practices and actions may be judged during the workshop discussions. The following is only one possible way to classify reasons. You or your workshop may wish to contruct your own:

MODES OF JUDGMENT OF ACTIONS OR CHOICES*

I. PRACTICAL: does it work, and how well?

II. FACTUAL: does it exist, or is it true?

III. AESTHETIC: is it pleasant, beautiful, or in good taste?

IV. MEDICAL: does it result in, or conduce good health or sickness?

V. PSYCHOLOGICAL: how does it make people feel?

VI. MORAL: which may be thought of as having a number of sub-categories:

- A. Is it good or bad in terms of PUNISHMENT or BLAME resulting?
- B. Is it good or bad in terms of INTERESTS ADVANCED, or TIT-FOR-TAT EXCHANGE it represents?
- C. Is it good or bad in terms of the INTENTION, the CARE and CONCERN for others which motivates it?
- D. Is it good or bad in terms of the LAW, DUTY or OBLIGATION which is involved?
- E. Is it good or bad in terms of the RIGHTS UPHELD, or GENERAL SOCIAL GOOD, WELFARE or UTILITY resulting?
- F. Is it good or bad in terms of the EQUALITY, DIGNITY or MORAL WORTH OF ALL PERSONS which it expresses?

For example, suppose someone has asked about the relationship between feminism and sex stereotyping in education, and a heated discussion is underway. Let's listen in at the keyhole:

*Adapted from: J. Gibbs, L. Kohlberg, et al, "The Domain and Development of Moral Judgment: A Theory and a Method of Assessment," **Reflections on Values in Education**, J.R. Meyer, editor, Wilfred Laurier University Press, Waterloo, Ontario, 1976.

Ms. Fandango: I want to know what all this talk about sex bias in education has to do with women's lib, because I'm against that.

Ms. Piranha: What difference does it make? We're just interested in whether the results of these changes will be worth it. I don't care if King Kong endorses it, if it will reduce the welfare rolls.

Mr. Prakrit: It's more likely that taxes will go up with all the extra expenditure on integrated phys. ed. and shop programs, maternity benefits, and hiring the unqualified.

Mr. Amorphous: You may not believe it, but there's more to life than money and efficiency. What turns me off are those shrill, strident females and the thought that we'll be producing more of them.

Ms. Anabolism: What could be uglier than the sentiments which have been expressed here? As a matter of fact, I find the sight of all those women marching together in some of those demonstrations quite stirring.

Mr. Psoroptes: Stirring or strident, if the women feel wronged, shouldn't they be able to express themselves?

Mr. Pseudonymous: Doesn't anybody consider the boys? How will all this attention to females and their wrongs make them feel?

Mr. Mendicant: Feeling—schmeeling. What all this pressure to earn and achieve has done is to make men die of heart attacks and bleeding ulcers at forty-five. Maybe less rigidly defined male sex-roles will help reduce those rates.

Ms. Mizzenmast: But what the changes in female sex-roles have already done is to increase alcoholism and drug addiction among women—not to mention crime.

Ms. Binary: Sorry, Mizz, we'll just have to make all these changes or lose the almighty federal dollar, and reams of statistics won't change that.

Ms. Biosterol: Not to judge from the way affirmative action has been enforced at the universities. Not a single federal grant has been withheld so far. Besides, we don't discriminate, why should we have to be held responsible and go through all this hassle?

Ms. Integument: Well, I'm for equal pay for equal work, anyway. They certainly have a point there.

Mr. Iambus: Then they should also be willing to give up their special privileges, and if they can't produce like the men can, to step aside.

Mr. Convolvulus: We've strayed from the subject. What we should be talking about is the welfare of the children. The confusion of the sex-roles could produce yet more homosexuals; we're already witnessing the breakdown of the family.

Ms. Fettucini: I can't keep silent any more while all this misinformation is tossed around. For one thing, the greater male vunerability to heart attacks and longer female longevity is probably due to biology, not life style, but so what? If it were due to pressure, would we wish to increase female heart attacks, while we lowered male rates? And there is no reason to think the family is breaking down; there's just as much evidence that it's stronger than ever.

Ms. Carom: That's comforting, but I agree that the real issue is the good of our students. There are many feminists who think that the broadening of sex-roles and the lessening of segregation between the sexes will strengthen the family and lead to warmer, closer and more satisfying relations between men and women.

Ms. Lien: The real issue is what our duty is as public employees. We ought to obey the law and make whatever changes are necessitated by it.

Ms. Latria: We ought to be producing strong, self-reliant citizens, not whiners and complainers. This is the freest country in the world, and people really make their own destinies. They should try getting what they want by hard work, not making demands.

Mr. Reticule: That kind of mentality totally ignores the barriers that society sets up before some groups. Don't all our children deserve an equal opportunity to make their destinies?

Ms. Runion: But people, and not just children, also have rights to associate with whom they want to and to speak freely. Forcing boys and girls to sit and stand and take classes together against their wills, and insisting on textbooks that show X percent female lumberjacks, is a violation of constitutionally guaranteed freedoms.

Ms. Decimal: If we show by our behavior that we do not consider one child worth more than another, that we are determined to redress the discrimination and inequity of past treatment and traditional roles, I think the constitution will survive it.

Mr. Dugong: You mean we should do what's right even if Betty Friedan and Mao Tse Tung would approve?

It is clear that only some of these people are directly answering the previous speaker, and no one is giving serious consideration to the views of those who spoke before that. Mr. Mendicant considers the previous arguments too subjective. Ms. Binary thinks those who have spoken before are not realistic enough. Ms. Lien thinks Carom and Convolvulus are too emotional, only to be put down by Reticule as small-minded and niggling. It will take lengthy discussion and clarification before this group can reach a consensus. It is important that ample time be allowed for all the relevant aspects of each question to be examined and thoroughly understood by all the participants. For this reason, your workshop should be large enough so that a range of opinions will be represented, but small enough that everyone shall have sufficient time to speak her or his piece. Between six and ten persons usually result in a lively and uninhibited group.

Before going on to describe the contents of the Manual and its use, it may be worthwhile at this point to summarize the features of the approach which underlies it, and which led to its adoption. First, it is flexible, and does not assume either a particular baseline or "before" attitude to be changed, nor a particular final position to be arrived at. There are always further steps to be taken, further implications to be explored. Second, the integration of attitudes and practices is stressed. Third, it is in the mainstream of an important contemporary educational movement—the cognitive-developmental—and provides a model for discussions which may be transferred directly into the classroom. Fourth, no particular equipment or visual aids are required, although the sessions may be adapted to include them.

STRUCTURE OF THE MANUAL

For convenience and flexibility, the workshops have been divided into four general content areas. An attempt has been made to construct each so that it is complete in itself and may stand alone, but to keep overlaps and repetitions down to a minimum, so that each session will add substantially to the preceding ones. The order in which sections appear in this Manual should not be considered fixed and unchangeable, but has been found to be a convenient one.

The first workshop sesson, which corresponds to Chapter 2 of this Manual, covers the general topic of sex-role stereotyping and its definition in terms of the traits, preferences and behaviors it implies. This section of the Manual is intended to help workshop participants gain a clear concept of what sex-role stereotyping is, understand how the ideas of different people, including children, about sex differences vary, and understand what causes these ideas to vary. Discussion and clarification during the first workshop session should enable the educator to identify sex-role stereotyping when it occurs, whether in practice or in verbal expression, and to study its implications.

The second topic area covered in this manual (Chapter 3) is that of jobs and careers. Children acquire their ideas about future occupations and lifestyles for themselves from many sources. More is acquired in informal classroom and play situations than in formal sessions with school counselors. Moreover, all the educational personnel with whom students come in contact are role models for their particular occupations, as well as actual or potential advice givers.

The third topic area (Chapter 4) deals with extra-curricular and elective activities. It is closely connected with the preceding area in that, together, the broader ramifications of schooling (that is, outside of the acquisition of traditional academic skills) both for the present and the future are examined.

The fourth topic area (Chapter 5) is that of curricular materials themselves. Activities in this area may be of several different kinds. The first concerns surveys of textbooks, children's literature, film, film strips and other visual aids with respect to disproportionate representation of one sex or another, to narrow stereotyping of the manner in which the sexes are depicted, and to invidious or denigrating characterizations of females in particular. The second is the development of guidelines and criteria which can be used to encourage and assure the availability of unbiased materials. The third is the development of techniques by which classics or other materials which are sex biased but otherwise valuable may be presented and utilized in a constructive fashion. The fourth is the collection and study of materials which have been ignored or neglected in subjects and disciplines, the deliberate investigation into sex-roles and sex differences, the parts women have played in history, society, the arts and the sciences. Since this topic area is the most graphic and concrete, and in some ways the easiest to grasp and deal with, it may be considered a possible alternative session with which to begin the series.

Following the sections which cover the basic workshop sessions in this Manual are a series of appendixes containing material to be used with or in addition to the workshops. All may be considered specific examples of the general class of material they represent.

Appendix A is an introduction to the analysis of sex-role-relevant books, films and film strips. Its purpose is to illustrate the use of the criteria for identifying non-sex-biased materials. Most of this material, of course, is of particular relevance to the workshop on curriculum, but materials relating to sports, occupations, and sexual development (Chapters 4, 3, and 2, respectively) may also be found.

Appendix B is a selection of responses to some of the classroom activities carried out by teachers participating in workshops that were conducted with materials in this Manual.

Appendix C deals with assessing the impact of the workshops. Because these workshops were based on a somewhat different set of assumptions from those which underlie existing attitude scales, and the goals of the workshops were narrower and more specific than the opinions which these scales sample, the writers of this Manual found it necessary to develop their own instrument for evaluation. Other criteria and means of assessing the effects of the workshops and progress toward their goals are also discussed.

Appendix D deals in more detail with a particular aspect of the development of sex roles which is sometimes of special concern to teachers and counselors: sex differences in behavioral problems and the development of sexual identity. Similarly, Appendix E relates specifically to the school librarian's role in the elimination of sex-role stereotyping in education by providing additional information, resources and activities for individual or group use.

There is another way of looking at the contents of this Manual which cross-cuts the subject contents of the individual sections. Each section, except that relating to extra-curricular activities and electives, is accompanied by a short reading selection to provide a common ground for generating discussion. To emphasize this purpose, sample discussions are included with each selection. It is recommended that the appropriate selection be read by all participants in advance of each session, but the group leader, or a designated member of the group may begin this portion of the session by summarizing the reading. This common ground makes discussion of the reading a convenient, though not necessary, way to open the session. If it is decided to substitute or supplement the Manual reading with another reading, a film or a film strip, careful attention should be given the implications and relevance of the new material for the particular subject area of the session, and questions should be formulated which probe and bring out these implications in detail. It is not enough to rely on a general impression or feeling of impact which is often produced by media presentations. For this reason, it is important not to present more information or input in any one session than can be thoroughly examined.

The second way in which discussion is stimulated and given shape during the workshops is by means of a set of hypothetical discussion problems. These are given in the Manual along with a selection of possible responses intended to represent reasoned judgments or choices which may be fitted into a category system such as the one given preceding the sample discussion earlier in this introduction. They are meant as suggestions, so that the leader or members of the group may occasionally act as devil's advocate; and bring up for consideration points of view which may in fact not be held by any of those present. The system of classification of arguments will, of course, suggest still others. Finally, the problem situations may also be substituted for or supplemented by others which are of special concern to members of the group, including problems which group members may actually have experienced.

The third source of material for group discussion is provided by the suggested activities. They can be discussed beforehand and tried out within the workshops before attempting to use them in class or they can be analyzed after classroom use (or both). Thus, these suggested activities may be considered another method of developing workshop discussion situations, as well as instruments for change in

themselves. Each activity is planned to encompass three general steps, or parts. The first is the assessment of the sex-role implications of some practice or facet of education. The second is the discussion and clarificaton of the findings of the first step with the students and educators involved. The third is the consideration of one or more possible methods of changing or correcting the situation as it exists, if that seems desirable. Occasionally, however, you may find a desirable state of affairs and wish to discuss ways of strengthening or reinforcing it.

Now all that is left is putting the changes into effect!

CHAPTER 2
SEX-ROLE DIFFERENCES

GOALS OF THE WORKSHOP SESSION:

1. To define the term "sex-role stereotyping."
2. To understand how children might perceive sex differences.
3. To examine the developmental trends in children in their perception of sex differences.
4. To begin examining the implications of sex-role stereotyping in education.
5. To begin focusing on strategies of change in the elimination of sex-role stereotyping in education.

TIME REQUIRED: 2 hours.

INTRODUCTION TO THE WORKSHOP SESSION

The contents and process of this session on the topic of sex-role stereotyping in education will set the pace for the rest of your meetings. Other sessions will examine the implications of sex-role stereotyping in specific areas of the educational process—career guidance, elective and extra-curricular activities, and curricular and instructional materials.

This meeting will focus on sex-role stereotyping in general. You will begin to discover how your students perceive sex differences and what this means to them as girls and boys, women and men. Here as well as in other sessions you will be examining your own ideas, beliefs and assumptions about sex-role stereotyping and, at the same time, you will be continually examining the effects of sex-role stereotyping on the behavior of boys and girls. You will also be constructing ways of eliminating the negative effects of sexism in education.

As you begin this session, make sure that each member of your group has read the Introduction to the Manual (Chapter 1). It is important to have a clear understanding of using the Manual and of proceeding from one exercise to the next. Besides using the reading material, the discussion situations and the suggested activities included for this session, you may wish to add additional activities that are suggested by members of your group during the discussion process.

You are about to look into a topic that will elicit varied opinions and viewpoints from members of your group. Begin the session by discussing the term "sex-role stereotyping" and attempting to define the term so that everyone in the group will be using it in the same way during the workshop session. You may find that this can more easily be accomplished by breaking down the term. What does "stereotyping" mean? What does the term "sex role" mean? Finally, what is "sex-role stereotyping?" An example of a definition might be one which includes "thinking or acting as if people have certain abilities, preferences or qualities, or must engage in certain activities, or not in others, solely on the basis of their sex." Be sure to consider ways in which sex-role stereotyping leads to discrimination. Does sex-role stereotyping limit students in pursuing and reaching their full potentials?

When you are ready to move on, discuss the reading material assigned for this session. The sample discussion that follows the reading should help launch the group debate on the issues. Then move on to the problem situations. These situations are intended to provide some typical examples of classroom problems. Using these situations should prepare you to respond to students on the issues relating to being girls and boys in our society. Can you generate sample problem situations of your own which may be more familiar to you in your own particular classroom or in your school?

Next, look over the list of suggested activities for this session. Choose at least one which you will do in your classroom by the next time your group meets. You will also need to choose an activity which corresponds to the next session. This will enable you to come to your next meeting prepared with valuable student input on both of these topics. For educators who are not classroom teachers—librarians, counselors and administrators—some suggested activities are included that correspond to the suggested activities for teachers. These can be found in the section titled Special Activities, which is located following the Suggested Activities section in this chapter and the next three chapters of the Manual. Remember that these suggested activities simply provide the basic framework. Use creativity and imagination in changing or adapting them to your particular class of students or your activities as an educator.

As you wind up this first meeting, what questions do you have which you feel have not been answered for you? Keep notes of points you wish to raise at the next meeting. If you have time at the end of this session, share your thoughts with the group. Remember that the problem of sex-role stereotyping is not an easy one for which to find solutions. Do not hesitate to share whatever ideas you may have with other members of the group. It is only through this process of sharing ideas that solutions will be found and clearer understanding reached.

READING MATERIAL

INTRODUCTION: Children's Ideas About Sex-Role Differences

Almost everyone agrees on how noticeable is the division of the human race into two sexes. There is much less agreement on why people make so much of this division, and how far it should reach.

There are two general schools of thought on these questions. The first is that, in addition to anatomical and physiological differences, there exist "natural" tendencies for girls and boys, men and women, to behave differently, to think in different ways, and to have different likes and dislikes, despite some overlaps between the sexes in these areas. The importance we attach to these differences is then simply a recognition that they exist. Yet we may still ask, "Does it have to be so? To what extent? Is it necessary? Is it good?"

The second school of thought holds that almost all of these differences are arbitrary social customs, trained and maintained by parents, neighbors, friends, teachers, counselors and employers. What has been imposed by custom can be changed, or at least customs can be changed, if we only have the will to do so. Yet we may still ask, "Should it be so? To what extent? Is it desirable? Is it good?"

Where the truth lies between these two views is still a matter of much debate among the experts. Recently, for example, Dr. Eleanor Maccoby has made a survey of all the studies dealing with the supposed differences in the way parents treat preschool boys and girls, and concluded that there was much less of it than people think. She suggested that perhaps there were innate differences and/or that differences in treatment become more marked after school age.

Both groups, however, seem to assume that what children will think about the matter will be whatever adults tell them to think. A less common approach, which may help us to understand sex differences in behavior in children and to know what to expect at different ages, is to study the way children's ideas about sex differences change as they get older. What follows is a condensation of an article by Lawrence Kohlberg and Dorothy Ullian. The complete article, titled "Stages in the Development of Psychosexual Concepts and Attitudes," appeared in **Sex Differences in Behavior**, a book published in 1974 by John Wiley.

The research Kohlberg and Ullian reported follows a school of psychology called "cognitive-developmental," which was pioneered by the Swiss philosopher, Jean Piaget. It, too, should not be taken as the last word on the subject, but as one approach that suggests some provocative questions.

CONDENSATION: From an article by Lawrence Kohlberg and Dorothy Ullian

Summary of Previous Research

To search for something meaningful in this area, it would seem that one should start with what was important to the child itself. Not all elements of sex differences or masculinity/femininity are significant for the child; however, one factor clearly is: its gender identity—the sheer fact that it is a boy or a girl. If you doubt that, imagine your reaction if your gender were suddenly transformed. One would imagine that this was traumatic and damaging, but if reassignment occurred before age 2 to 4, it had little effect on later sexual adjustment.

Because gender is the only fixed general category into which the child can sort itself and others (except, perhaps, race), it takes on tremendous importance in organizing the child's social perceptions and actions. Absent in the first year or two of life, by age 6 children's gender identities were found to be fixed, and were points around which they organized their social interactions. Not until age 6 or 7 were most children quite certain that a girl could not be a boy regardless of change in clothes, appearance and behavior. Although children label themselves and others correctly by age 4, they do not have clear reasons why, nor link sex differences to genital differences until about age 6 or 7 (even "enlightened" children).

At the same age, they also come to make 80% to 100% same-sex choices on masculinity/femininity preference tests. This is not a response to cultural training or reward any more than the development of constancy of gender identity is. Rather, it is to be explained in terms of two tendencies. The first is the belief that the child has little choice about sex-typed activities and roles. At age 6 to 7 a child equates the "is" of its sex identity with social value: "You can't be a girl, so you don't want to, you can't be a nurse, so you don't want to, and it's no good to be a nurse."

The second tendency is the natural tendency to like oneself, think well of oneself and of that which is connected to the self or is like the self. If other boys are like the self, you like them more than you like girls. A 4-year-old boy expressed a preference for a male babysitter. Asked why, his 7-year-old brother intervened to say, "because he's a boy himself."

Now that the child has organized its identity and its attitudes and values around its gender identity, we must ask what these attitudes and values are. By age 6 almost all boys see males as more powerful, aggressive, authoritive and smarter than females. This is not just the tendency of the boy to like himself, however, because most girls of the same age agree with

him. Cross-cultural studies suggest that these stereotypes are universal. In our work, we found that father-absent black boys developed the same stereotypes of a father at the same age as did father-present black and white boys. How do we explain this? By returning to the notion that for the young child sex-linked roles and attributes are linked to body attributes. Because males are perceived as physically bigger, stronger and more active than females, they are also thought to have certain psychological attributes (e.g., aggressiveness, fearlessness, smartness and dominance.) The child does not distinguish physical and psychological attributes. This tendency is compounded by the child's categorical view of sex-role assignments: Boys cannot be nurses; girls cannot be soldiers, etc.

In summary, the 6-year-old boy is a full-fledged male chauvinist, much more so than his parents, and he is that way regardless of how he is brought up in a society that fosters role differentiation. Fortunately, later phases of mental growth modify or undo this chauvinism.

Summary of Study to be Reported

On the basis of preliminary data, we can suggest the following changes that occur in the development of sex typing: At the earliest level, sex-role differences are based on observable physical criteria, such as size, strength and material status. What one wants to be at this age is limited by the physical characteristics associated with one's gender identity. A conventional level of development follows in which differences in sex roles define social duties. Males and females are seen as occupying a particular role within a large social system. At this stage (about fifth grade) what one wants to be in terms of roles is largely defined by conformity to existing sex roles. At the third level (high school) sex-role characteristics are personally chosen from a conception of what one wants to be.

Report of Study

In our study, seventy boys and girls were given an extensive interview asking what they perceived as outstanding sex-role characteristics, why such sex-role characteristics existed, and whether one sex might have more valuable characteristics than the other. In addition, they were asked how extensively and why sex-typed characteristics ought to be expressed or conformed to by males and females. The findings reported here are based on a preliminary analysis of two randomly selected interviews with male subjects in first, fifth and ninth grades, and with college freshmen. It is our impression that the two males in each of these four subgroups were representative of their group as a whole. Since the data on females were unavailable at the time of writing, they are not included.

First Graders

For example, a 6-year-old boy is asked:

What are ladies like?
Ladies have long hair and men don't.

In accordance with this physical emphasis, mental or psychological differences between the sexes were confused with the physical attributes of men and women.

Why do girls seem to get hurt more easily than boys?
Because the boys have a little more tougher skin.
Why do you think boys are smarter than girls?
Because they have a bigger brain, I guess.

A 6-year-old says:

Women can't do as much as men, like I said, that is why men are smarter . . .
Men, they learn harder, because their job is harder.
Who should have a harder job?
The man. Because the women wouldn't be that strong to do a hard job. She wouldn't be able to build.
How about a smart job?
The man. He is smarter because he works, he can be a fireman, a policeman and a worker.
Who would be boss of the family?
The man. Because if the man wasn't and the lady was, then the lady wouldn't know what to do so very often.
Why?
Because the man is smarter. He works harder and plays harder.

For the 6-year-old, deviations from any of the usual external signs of one's sex (such as clothing or hair style) are conceived of as a possible sign of change in one's sex, and consequently funny, bizarre or distorted:

Should a boy ever wear a girl's necklace?
No, because it would look funny and everyone would say he was a girl.
Can a male be a nurse?
He could still be in a hospital because a doctor is almost like a nurse. He could wear the stuff, but he would still be called a doctor.
Why?
Because he is still a boy and doctors are supposed to be boys.

Turning to the prescriptive aspects of sex typing, we find that 6-year-old boys derive what males and females **should be** from what they are. They think that all observed differences between the sexes ought to be maintained because they are necessary to the basic gender identity of each sex.

Fifth Graders

There are two major characteristics that distinguish the sex-role concepts of fifth graders from those of first graders. First, psychological distinctions between males and females are seen as deriving from differences in wishes or intentions rather than in physical differences. Asked who is more active, a fifth grade boy responds:

> **Boys are more active.**
> Why?
> **Well, they might be active because they like to play sports and that. And a lot of girls like to play sports.**

Second, differences between males and females are seen in terms of the differences in the social roles they play, of which fifth graders are aware. Whereas first graders conceive of roles as classes of activities and physical characteristics, fifth graders see roles as defined by social or shared expectations of norms.

How do these two characteristics—the definition of sex differences in terms of psychological intention and definition of sex differences in terms of social roles relate to one another? Primarily in that the fifth graders intentions and wishes are dictated by the social roles they are expected to play in the future.

> How come girls like to stay home and do the housekeeping?
> **I don't know, maybe they like to do what their mother does. Because they are going to be a mother.**
> Who is smarter in general, men or women?
> **Men, because they have to do a lot of things, like thinking. They have to work at their jobs. They have to think a lot and they have to work and they have to figure things out.**

The fifth graders see differences in role expectation as due to the social functions of the role, its function for other people and society. However, they are aware that some social sex roles are chosen.

> What if a boy wants to be a nurse?
> **It is okay because they can do what they want . . . But I still think a boy should become a doctor because I think a doctor's job is mostly for men, not for women.**

In this sense, then, fifth graders' identities are determined by what they ought to be, whereas for first graders, what they ought to be is determined by what they are.

> Would it be right or wrong for a woman to ask the man to stay home with the children?
> **Wrong, because I think the woman should take care of them. Because the woman is usually the one to take care of them.**

Although sex roles are socially prescriptive at this age, they are not prescriptive in the moral sense:

> Men should act like men and ladies like ladies. They should act like they should. Take care of things, and that. You do what most women usually do.

Ninth Graders

By the ninth grade, adolescents are able to determine internal psychological differences between males and females which are independent of, or prior to, the social sex roles they play:

> They (girls) have a lot of views on things, they are more—I think they have more emotions than men do and they show it more than men do.

All the usual psychological sex-role stereotypes are present: women are more sympathetic, more dependent, more emotional, less sexually driven. Insofar as there is a general rationale for differentiating male and female sex roles, it is now seen in terms of the psychological attributes distinguishing the sexes. However, these psychological sex differences are freed from fixed and prescribed social sex roles. Individual differences are also recognized:

> Some women are weaker, some are stronger, and some are the same as men. They are also brilliant, smart, just the same as men are, but some are just different as some men are different than women and some are the same.

Sex-role identity or choice is no longer an all-or-nothing matter:

> Is it important for a girl to act like a girl?
> Sort of. A lot of them want to be like a girl and should be. And a lot of them aren't. And maybe they don't want to be like a girl is supposed to be pictured as . . . I don't think there is a certain set-up thing about what a girl should exactly be like. Sometimes you have a picture, but they shouldn't have to be like that.
> Why? Even if they act like men?
> Right, I think they have a right to live their life the way they really want to. Because it is not right. The other people live their life the way they want to, why can't they live their life the way they want to?

At the fifth grade, sex-role differences were justified as "what you're supposed to be." Now social expectation is merely seen as custom or tradition, which is only partially valid:

> It doesn't seem right to see a woman outside cutting the grass or something. That is the way it has been for so long. I don't see why they should bother breaking that tradition.

In summary, ninth graders' sex-role stereotypes, identities and prescriptions are still largely grounded on social expectations and

conventions, as was true for fifth graders. But now there is a recognition that these stereotypes are not binding. They are chosen, rather than required by biology or morals. Ninth graders are in a state of transition. They recognize that conventional roles are arbitrary, but they have no alternative standards to offer.

College Freshmen

In contrast to ninth graders, college students have a set of personal values as to the way men and women should be individually and in relation to others. At the ninth grade level, adolescents defined sex differences by the usual sex-typed psychological traits. Although college students still recognize these differences, they do not believe they are innate to the nature of men or women. Rather, they are the product of conventional expectations and stereotypes internalized by children:

> **Women get put into a role; by the nature of their being born men or women, they are put into social positions and their social actions are laid out for them, and they are expected to do certain things and not do certain things. Men are expected to be aggressive and dominant, and the characteristics associated with masculinity.**

Masculinity and femininity are no longer defined in terms of bipolar traits like rational, emotional, aggressive, passive. An ideal male is not the opposite of an ideal female. Differences between the ideal male and the ideal female lie in a somewhat different balance or harmony of psychological traits that are common to both males and females.

> **Personally, the ideal woman to me again can be beautiful and soft, but the ideal man may also be soft in the same way, because he is softspoken, not domineering over anybody, but still with ambition so he could get things done.**

The "principle" of this balance is that of either complementarity or mutuality between the sexes. Complementarity means that each cluster of traits makes up for the limits of the other; mutuality means that each cluster of traits is reciprocal or responsive to the other. In spite of these developments, the college student recognizes an inconsistency between his ideas and images, which resemble traditional notions of masculinity and femininity, and the moral requirements of equality and freedom in social relations:

> Describe an ideal woman.
> **She would not necessarily be unambitious or unaggressive, but say aggressive and ambitious in a less obvious way. I feel like a moron admitting it, but it is bred into me, and so if I see a women who is competing with men and who is being openly aggressive with men, it just sets off a mechanism . . . . I say (stereotypes) should be abolished, but I can't help what has been put into me over the years.**

Conclusion of Study

The data presented here indicate the importance of examining the reasoning from which sex-typed judgments are derived. Although the content of sex-typed responses at all ages seems to conform to social stereotypes of masculinity and femininity, it is apparent that the mode of thinking about sex roles may indicate a particular developmental level. For example, subjects at each developmental level felt that women should be soft and gentle. However, when asked why they felt so, variations in reasoning became evident. The youngest subjects based their judgments on physical differences between men and women. Thus, women should be softer than men because their skin is softer or their bones are smaller. Older subjects, on the other hand, thought of female gentleness in terms of the need to conform to social or familial expectations. Women should be softer because "mothers are supposed to be that way." The college student cited earlier also prescribed softness as a characteristic for women, but he felt that it was a positive attribute for members of either sex.

Mr. Prakrit: After reading this article, I don't see much point in thinking that we teachers can change children's ideas about sex-role stereotyping.

Ms. Fandango: Yes, if children really do develop their own ideas about differences between the sexes developmentally, there is no reason for us to interfere with the process. Let's just let it happen!

Mr. Psoroptes: On the contrary, being able to conduct educational planning for our students based on sound psychological theory can only result in creating warm and sensitive little girls and boys.

Ms. Carom: Also, according to this article, there is every reason to believe that having appropriate role models for students should not hurt them at any age. So, you see, we can do something.

Ms. Lien: And, as teachers, our duty is to educate children and that educational process includes preparing students to be full and contributing members of society.

Mr. Reticule: By assisting students to understand their own abilities as human beings and to reach their full potentials as human beings, they will be better members of society.

Ms. Decimal: Beyond concern for society in general, our concern should be for each child's individual worth and the ways in which that worth can be equally expressed by each sex.

PROBLEM SITUATIONS

Roy, a third grader, giggles a lot. His classmates tease him and say he sounds like a girl. This makes him cry, which makes the teasing worse. What would you do?

Ms. Fandango:	Nothing. Children are like that. Just take an aspirin at the end of the day.
Mr. Convolvulus:	Speak to Roy and his mother to try to help him overcome his giggling.
Ms. Carom:	Scold the class severely for their cruelty.
Mr. Iambus:	Tell Roy that giggling is annoying no matter who does it.
Mr. Reticule:	Tell the class there is nothing wrong with being like a girl.

A student asks you if it is true that women are more emotional than men. You say:

Ms. Fandango:	I don't know; it depends what you mean by "emotional."
Ms. Carom:	Women are allowed to express some emotions more freely than men.
Ms. Fettucini:	Perhaps on the average. But there are lots of emotional men and lots of easygoing women.
Mr. Dugong:	What difference does it make whether or not they are?
Mr. Reticule:	That's just a myth which has given people the impression that women are less reliable and competent than men.

Gwen always wears ragged jeans and shirts to school. During recess she tries to play with the boys. If they won't let her in their games she often starts a fight. She also swears a lot. What do you do?

Mr. Prakrit:	Speak to Gwen and her mother to try to help her become more ladylike.
Ms. Fandango:	Nothing, she'll outgrow it.
Mr. Amorphous:	Tell Gwen not to swear in class. Times have changed, but not that much.
Ms. Carom:	Speak to the boys and tell them not to be so mean.
Ms. Piranha:	Appoint Gwen captain of the newly formed girl's kickball team.

A student asks you if it is true that men are more aggressive than women. What would you say?

Ms. Fettucini:	I don't know; men and women express aggression in different ways.
Ms. Carom:	Women are disapproved of more if they seem aggressive or angry.
Ms. Fandango:	Perhaps there are overall differences; but remember there are lots of gentle men, too.
Mr. Dugong:	Who knows where the truth lies: The question is whether aggression or timidity is good or bad in either sex.
Mr. Reticule:	It's just a myth which has permitted men to monopolize positions of power.

One of the girls in your class seems to have gone overboard about women's liberation. She uses rough language, jeers at the boys, and even makes fun of the girls who wear ruffles or makeup. She also disrupts the class every time she can point out some injustice to women. How do you handle this?

Ms. Biosterol:	Help her to be more popular and get more positive attention. Tell her she'll catch more flies with honey than with vinegar.
Mr. Iambus:	Speak to her privately. Tell her times have changed, but not that much.
Ms. Integument:	Tell her that while you respect her right to hold her views, she has to show the same respect for those of her classmates.
Ms. Lien:	Hold a class debate on the issues of women's liberation, and make sure everyone abides by the debating rules.
Mr. Reticule:	Every time she speaks up, tell her she'll get a chance to speak her piece, and be sure she gets it.

What is your opinion about seating boys and girls separately and lining them up separately?

Ms. Fandago:	Why, I've never given it much thought. Why not?
Mr. Amorphous:	The class looks neater and more orderly that way.
Mr. Prakrit:	It keeps the boys from teasing, poking and annoying the girls.
Mr. Pseudonymous:	Both sexes really prefer to stand and sit near friends.
Ms. Decimal:	But it reflects an outdated and exaggerated emphasis on the significance of sex differences.

There is a campaign going on to elect class officers. The male candidate for treasurer has chosen to run against his female opponent by claiming that girls have hormonal changes that go with their menstrual cycles and make them erratic in handling and keeping track of money. He says tests show that women make more errors within seven days of beginning their periods. As the faculty member assigned to oversee the campaign, what do you do?

Ms. Latria:	Nothing. I would intervene only in case of fraud or violence. There was nothing in the rules about this.
Ms. Anabolism:	Speak to him privately, and tell him that his campaign is in very bad taste, and insist he apologize to the girl.
Ms. Fettucini:	Point out to him that some researchers have come up with evidence that males, too, have cycles in mood and performance.
Ms. Integument:	Point out to him that girls, on the average, still do better than boys, and that most bookkeepers are women.
Mr. Reticule:	Discuss it with the whole class, and point out that the differences in individual ability are greater than any differences between the sexes, and that there are changes from time to time in one person.

SUGGESTED ACTIVITIES

The activities for this workshop session are specifically intended to aid in gathering information on how students perceive sex differences, to help pinpoint the factors that influence student attitudes, to help explore some of the ways in which sex-role stereotyping can be manifested, and to examine the role of the educator in implementing the changes needed to eliminate sex-role stereotyping in education.

It is understood that not all the activities can be carried out by teachers of differing grade levels and subject matter. Therefore, keep in mind that these activities are written as suggestions. Teachers should be both creative and flexible in adapting the activities to their own needs or in designing new, parallel activities for their own classroom.

ACTIVITY 1

Take a survey of your class about their attitudes toward the proper roles of girls and boys, women and men. Remember to ask "why do you think so" questions. You may wish to begin with questions similar to those in the reading material for this workshop session. Keep in mind that it will be easier to interpret the results if you make this a written assignment. Some students, particularly those in older age groups, will respond more openly if you do not ask them to identify themselves. If you decide not to use names, be sure you have your students indicate their sex on their questionnaires. Some sample questions might be:

What is the difference between boys and girls? Men and women?
If you had a choice, which sex would you prefer to be? Why?
Who is smarter? Who is more active? Why?
Can a man be a secretary? A nurse? Why or why not?
Can a woman be a soldier? A firefighter? Why or why not?

Thinking About Change

STUDENT DISCUSSION

It is important here not only to determine the differences students perceive in the roles of girls and boys, women and men, but also to get your students to verbalize about "why" they think such differences exist. You might keep the following questions in mind to spur discussion with your class: Are you satisfied with the way things are? Do you all feel this way? Does this hold true for everyone? Can you think of examples where this is not true? How do you think these differences affect us? What changes would you like to see made? How would you go about making changes?

WORKSHOP DISCUSSION

Summarize the results of your survey. You might wish to compare the results with those obtained by Kohlberg and Ullian in the study summarized in your reading for this workshop session. How did your results compare with those they obtained in similar age groups or in older and younger children? Did your survey show markedly different results for boys and girls in your class? (Remember that the Kohlberg report discusses only the responses of boys.) Note whether or not your students seemed interested in this topic. Was there general consensus on answers to your questions? Was there conflict? Were you asked for your opinion? If so, how did you respond? Were male and female roles clearly defined? Did you see restrictions for either sex being expressed by students? In analysing your students' positions, do you see any possible implications for their education? What can you do about these implications?

ACTIVITY 2

Have your class keep a running list for several days titled, "Ways I have benefited by being a female (male) today." Or ask them to keep two parallel lists, one for advantages and one for disadvantages. Collect the lists and discuss them with your class.

Thinking About Change

STUDENT DISCUSSION

Do students believe there are advantages and disadvantages to being male or female? Why or why not? What changes would students like to see that might distribute the advantages and disadvantages more fairly?

WORKSHOP DISCUSSION

Summarize the kinds of advantages and disadvantages students perceive as sex related. Was there general consensus among your students on the advantages and disadvantages? Discuss with the other members of your group ways to help students overcome their perceived disadvantages.

ACTIVITY 3

Ask your students to keep a running tab for one week on the activities they are engaged in at home. What chores are they responsible for doing?

Thinking About Change

STUDENT DISCUSSION

Do students think the chores they get have anything to do with whether they are male or female? Why? Who makes the decisions about how chores are assigned at home? Why? Would they prefer to do other chores than the ones they now have? Why? Ask your students what changes they would like to see made and how they would like to have chores distributed in the family when they grow up. Why?

WORKSHOP DISCUSSION

Discuss your results with your workshop group.

ACTIVITY 4

Ask your students to create two collages entitled "man" and "woman." Be clear about whether you are asking students to think about how men and women are perceived by people in general or asking them what they themselves think.

Thinking About Change

STUDENT DISCUSSION

Discuss the qualities suggested for men and women in the finished collages. After the class has agreed on the qualities represented by the collages, you may wish to write them on the blackboard. What qualities do your students view as positive? What qualities seem negative? How do students think these differences came to be? What resources did students use? (magazines? newspapers?) Did the resources make a difference? Are students in agreement with the magazine portrayals? Where could they turn to produce a more realistic—or less stereotyped—collage? As a follow-up, have your students try a non-stereotyped collage.

WORKSHOP DISCUSSION

You may wish to bring the collages to your workshop so that you can discuss the kinds of qualities your student assigned to men and women.

ACTIVITY 5

Have your students monitor television advertisements and programs or comic strips for a period of one week. Ask them to list or collect examples of men and women shown either together or separately in (a) unfair or discriminatory ways and (b) fair or equal ways.

Thinking About Change

STUDENT DISCUSSION

What do the media seem to be saying about male and female roles? How are women represented? Are they represented as often as men or in as varied kinds of ways? How are men represented? Compare the ways in which men and women are represented in clothing, physical appearance, feelings and emotions, and in actions.

WORKSHOP DISCUSSION

Report the results you have collected and discussed with your students to the members of your workshop group. Are there ways you or your students can bring about change?

Follow-up Activity

Write a letter to one or more of your local television stations describing the results of your survey and class discussion. Tell the station manager what changes you would like to see, or congratulate her/him if you feel that the station is doing a good programming job in this respect.

GRADUATION EXERCISE

Have students brainstorm about how they can act as change agents in their school to break down the stereotyped role definitions that exist. Can they formulate a workable plan to translate their ideas into actions?

SPECIAL ACTIVITIES

The following activities are intended for use by librarians, counselors or school administrators who do not have a classroom situation in which to try the activities suggested in the preceding section. These activities are meant only as suggestions. Other activities, ones that parallel those suggested for classroom teachers, will undoubtedly occur to you or to other members of your workshop. Or you may wish to adapt one of the suggested activities in the preceding section to your needs. In either case, you should be prepared to report your findings to the workshop group.

ACTIVITY 1

Examine two children's classics, one with a girl hero and one with a boy hero. What differences exist in the characters themselves? What differences exist in the treatment they receive? Do you see any examples of sex-role stereotyping?

ACTIVITY 2

Look over some past records and present a tally of the sex and problem type of the students who are referred to you for discipline problems. Are most of the students of one sex? Are the discipline problems the same or similar for males and females? Are they different? If different, why do you think they are different? Is your handling of discipline problems the same for girls and boys? Do you see any effects of sex-role stereotyping in determining how children should behave? In their treatment? What changes would you like to see made and what is your role in effecting this change?

CHAPTER 3
CHOOSING CAREERS: ROLE MODELS, INFLUENCES AND FANTASIES

GOALS OF THE WORKSHOP SESSION:

1. To discover how students perceive adulthood and the life/career choices ahead of them.
2. To develop awareness of the lack of realistic thought students may give to life/career choices.
3. To explore the role of the teacher in the life/career decision making process of students.
4. To examine the implications of sex-role stereotyping as students make life/career choices.
5. To develop recommended strategies for change in this area.

TIME REQUIRED: 2 hours.

A great deal of information will be available to share with the group during this session. In fact, the session may generate too much discussion and activity for one two-hour workshop. Therefore, the workshop members may wish to continue talking about the career area for two meetings before moving to the next workshop topic.

INTRODUCTION TO THE WORKSHOP SESSION

During this session, you will be examining sex-role stereotyping more thoroughly in one particular area of education—that of students making career/life choices.

Teachers spend many more hours with most students during a single week than a guidance counselor could during an entire school year. As a result, it has been found that students get more career information from teachers during the course of informal classroom exchange than they get in formal career guidance from counselors. In addition, all school personnel are adult role models for students: students come in contact with school personnel more frequently than they do with any other adults in professional roles.

What assistance can you give these students in choosing academic subjects which will increase their alternatives for future choice rather than limit them? What can you do to encourage them to use their abilities realistically and to prepare for adult jobs and careers?

This session should begin with feedback from all workshop members on the activities relating to the workshop topic. Try to keep individual reports on activities brief in order to allow plenty of time for comment and discussion.

As you discuss the area of career/life choices, keep in mind that the problem is not an easy one. You, yourself, are still in the process of making decisions about your own life! It is difficult to make accurate decisions when planning for the future. Would the decision-making process be easier if girls were not limited in their career choices by traditional stereotypes of what women can do or what they should do? Would the process be easier for boys without stereotypes about the proper role of men? What implications does the current sex typing of jobs have for students as they make their own decisions regarding the future? Most important, what can be done in the classroom to open up choices for your students?

After sharing the classroom activities from the preceding session, discuss the reading materials for this session. Within the group, discuss some of the situations in "The Game of Life." Then move on to the problem situations, adding situations of your own which may be of interest to the group.

Before the session ends, be sure the group has decided what topic to cover next. And be prepared to return to the next workshop with some thoughts on the activities you chose to try out that related to the next workshop session topic.

READING MATERIAL

INTRODUCTION: Trying to Change Children's Ideas

The problem of changing children's attitudes toward sex roles has been dealt with in a variety of contexts. In this section there are condensations of three readings on the subject. The first is a review of a book by Marcia Guttentag and Helen Bray. In the book, **Undoing Sex Stereotypes: Research and Resources for Educators**, published by McGraw-Hill, Guttentag and Bray discuss an intervention program conducted in the Boston area. The program covered a six-week period and was conducted in a number of ethnically diverse school districts. The aim of the intervention program was to broaden children's ideas about sex roles.

If six weeks seems to be too short a period to conduct an effective school program in changing children's sex-role stereotypes, we might look at Sweden, a country whose official education policy for twenty years has been to effect this type of change. The second reading is a condensation of a report to the United Nations in 1968. The report, titled **The Status of Women in Sweden**, deals with the attitudes of Swedish children concerning their future careers and takes up some of the difficulties associated with trying to make an equitable education policy work.

The third reading is a revised version of a game that was devised in order to help boys and girls become aware of some usually overlooked factors in choosing a career. The game was originally devised in California by the Advisory Commission on the Status of Women and was called "When I Grow Up I'm Going to be Married." We have called our version "The Game of Life." After reading through the game, the workshop group may wish to assign it as a classroom activity.

REVIEW: On **Undoing Sex Stereotypes**, by Marcia Guttentag and Helen Bray

Some psychologists do try to look at girls as well as boys. **Undoing Sex Stereotypes**, by Marcia Guttentag and Helen Bray, published in 1976 by McGraw Hill, is an account of an intervention program carried out in three school

systems in the Boston area. The format in which it is written is that of a research report. All the questionnaires and materials used are included, along with a description of the procedures used. It is therefore possible to try out some of the interventions used.

The account starts with a discussion of a number of questions about the learning of sex roles, how they may affect achievement in school, and what the effects of the teacher can be on strengthening or modifying sex roles or differential achievement by males and females. Are sex differences in behavior learned or inborn? Do children perform better in school subjects which they perceive as sex-appropriate, and less well in those that have been labeled sex-inappropriate? Do teachers have different expectations of boys and girls? Do male teachers treat children differently from female teachers? What is the relative influence of parental training in developing sex roles?

The book also contains brief summaries of three major psychological theories about how sex-role development takes place. Although the authors state than none of the three theories alone can account for sex-role development, but that all contain mechanisms which play a part in the process, a careful reading of the procedures used in the project indicates that the basic underlying assumptions about change are closest to those of the cognitive-developmental school, which was pioneered by Jean Piaget.

Three grade levels were chosen by the researchers: kindergarten, fifth grade and ninth grade. Over four hundred children were interviewed, tested and observed to assess their sex-role attitudes. Among the tests used were: a sex-role preference questionnaire, which asked for attitudes toward various items and activities; an opposite sex story test, which asked children to complete a story which began with a description of a character, opposite in sex, from that which they themselves had assigned to the description; a typical day measure, in which they were asked to describe what a typical day in their lives would be like when they grew up, and what those of a hypothetical man and woman would be like at the same time. They were also asked to describe themselves, to describe "most boys," to describe "most girls," and to describe their notions of ideal boys and girls, in terms of adjectives, one of which was stereotypically masculine, the other stereotypically feminine. Observations were made in the classrooms, in terms of whether boys and girls behaved differently toward the teachers, or were treated differently by them.

Twenty-two classrooms were involved in the project from beginning to end as places in which the intervention program was tried. The number of classrooms where no intervention took place but which were used for comparison, is not given. Curricular materials were chosen as appropriate to each grade level from a number of sources including feminist organizations, research centers and bibliographies of books that had been categorized as non-sexist. These materials were given to the teachers, along with information about sex-role development and the research concerned with it, and instructions and encouragement for teachers in integrating the material into their lesson plans. Teachers met in a training workshop before the intervention began, and then weekly during the six

weeks in which it took place. Their reactions to the material and reports on the results of its use constituted part of the evaluation of the project.

The intervention curriculum at the kindergarten level consisted mostly of activities, first, to assess the children's stereotypic ideas, then to have them consider non-sexist occupations and try out non-sexist roles and activities. The fifth grade suggestions, in keeping with the cognitive-developmental view of the type of reasoning about sex roles which children engage in at this age (see reading, Chaper II, this Manual), concentrated on the children's subjective notions about sexism, personal interactions, role models, and self-image. Curricular materials at the junior high school level were more intellectually oriented, and included some analysis of sexism in language, statistics and information on occupations and career aspirations, and material on the history of the women's rights movement. There was no standard selection or method of presentation of any of the material. The underlying assumption behind the intervention project seemed to be that if activities which were contrary to the students' current beliefs were engaged in and reasoned about at the appropriate cognitive level, enough conflict and contradiction would be generated to induce some attitude changes.

What were the findings from this project? To judge from the report of the differences between the pre- and post-tests given to the experimental group, there were few changes. Each sex tended to stereotype the opposite sex more than members of the same sex. Before the intervention, a lot of children were found to be familiar with the ideals of equal rights for the sexes, but only a little probing brought forth many stereotypical ideas at all grade levels. Initially, fifth graders seemed the least dogmatic about their sex-role attitudes. Kindergartners, whose ideas about appropriate occupational and familiar roles showed the smallest overlap initially, increased the most. At all levels, girls changed their ideas more readily than did boys; ninth grade boys actually became more sexist during the intervention. It is not clear whether any of the changes reported in this study were in fact due to the intervention, because no report was made on a control group that did not take part in the intervention. In other words, the changes that took place in the experimental group could have happened because of outside events. However, the theory which the researchers apparently adopted holds that important changes in thinking are difficult to achieve, and could not necessarily have been expected in so short a time as six weeks.

Perhaps the most provocative aspect of the research report was the reaction of the teachers involved. The kindergarten teachers were the most enthusiastic, the ninth grade teachers least so. The latter, possibly reflecting their male students' attitudes, thought the material was too "female oriented." The social studies teachers dipped into the English curriculum, including a play written by two elementary school children, and avoided the material on the history of women's suffrage. Most daunting of all was the report that, "All teachers felt that the program had made students more aware of the issue of sex-role stereotyping, but were skeptical as to its lasting effects on behavior or attitudes." In other

words, these teachers indicated, and the authors accepted, that once the intervention program was formally over they had no plans to continue with the kinds of activities and curriculum to which they and their classes had been introduced. "Undoing Sex Stereotypes" was to them a short-term manipulation, rather than a continuing responsibility!

EXCERPT: From **The Status of Women in Sweden**, a 1968 report to the United Nations.

The aim of equality is clearly indicated in the syllabus containing the more detailed instructions for the work of the comprehensive school. The school is to work for the democratic principle of "the equal right of the sexes," as well as helping pupils "to assess their suitability for different studies and professions as objectively as possible." It is further recommended that girls with a leaning toward technical and scientific subjects "be encouraged therein" and that "the conventional attitude toward these matters" be discouraged.

One distinctive feature of the comprehensive school is that all pupils are supposed to be given the chance of studying the same subjects for as long as possible. This principle is also significant from the point of view of equality, since premature specialization could easily result in boys and girls choosing different courses. Only in the senior classes in the school, i.e., grades 7-9, is it possible for students to opt for certain streams.

During the eighth year at school, all pupils are given **vocational guidance**, a subject which has been accorded considerable prominence. The subject also includes pratical vocational experience for a total of three weeks, during which pupils are enabled to try their hands at at least two different jobs chosen by themselves.

Surveys of the occupations chosen by boys and girls during the practical vocational experience serve to show, unfortunately, that the boys select typical "men's" jobs, and the girls those traditionally regarded as most suitable for women. In one Swedish city the top ten choices in 1965/66 were as follows:

Boys		Girls	
1. Motor mechanic	(34)	1. Lower school teacher	(53)
2. Aviation trades	(24)	2. Kindergarten teacher	(43)
3. Electrician	(23)	3. Child nurse	(43)
4. Baker	(23)	4. Shop assistant	(39)
5. Laboratory assistant	(21)	5. Ladies' hairdresser	(35)
6. Armed forces experience	(19)	6. Clerical worker	(35)
7. Photographer	(16)	7. Medical service	(25)
8. Punch-card operator, computer operator	(15)	8. Veterinary assistant	(19)
9. Draughtsman	(14)	9. Window dresser	(16)
Shop assistant	(14)	Travel agency assistant	(16)
Railways	(14)		

This problem is at present being studied by the Ministry of Education in connection with the thoroughgoing revision of the syllabus proposed by the central school authorities. Detailed information should be given concerning the conditions of pay within different sectors so as to make the girls aware of the fact that these conditions are often worse in women's occupations than in men's occupations. The lack of this kind of information is tantamount to evasion of the demand for objective occupational guidance.

The girls should be made aware of the difficulties which can confront them on the labor market in the future as a result of their choosing to finish their education early. Nor should the girls' education be referred to as a kind of insurance policy which may come in useful after they marry if their husbands should die or fall ill or in the event of a divorce. This kind of argument can result in the girls forming inferior occupational ambitions compared to the boys.

In one important respect the comprehensive school makes a direct contribution toward the transformation of the traditional roles of the sexes, and that is obligatory instruction of boys as well as girls in domestic science, cooking and child care, being looked upon as the task of both partners in the future. It is regarded as a kind of training in citizenship, something that everyone needs to be familiar with, whether they have a family or not.

The instruction of girls in woodwork and metalwork is of great importance, since it may result in more girls opting for technical and mechanical training in the future.

DISCUSSION

The report from Sweden and the preceding review of **Undoing Sex Stereotypes** call forth some reflection on the question of whether boys or girls can be considered educationally disadvantaged compared to the opposite sex. Throughout the elementary years, females are permitted to engage in more non-stereotyped as well as stereotyped activities than males. Girls do better academically than boys, and have fewer behavioral and academic problems. Then, sometime in adolescence, all this changes: the adult female role is more confining than the male role and adult female achievement is less common than is male achievement. If all this early school experience can so easily be reversed, what is the point of trying to eliminate sex stereotyping in elementary education as well as later? Will it be of momentary benefit to boys or girls? Or would it still further advantage adult males compared to females? Perhaps the ultimate rationale cannot be found in the notion that interventions during childhood produce desirable results in later life, but in the principle that schooling, throughout its extent, should reflect a just and open society and help to create it at every step. What do these reports on effort to change sex-role stereotyping in the school imply? Can it be done? Why should the attempt be made? Let's listen in:

Ms. Fandango: How can we tell anything from these two snippets? It's like comparing apples and oranges! One deals with trying out a bit of experimental curriculum near Boston in the 1970's, the other with the school system's role in preparing Swedish students for jobs in the 50's and 60's.

Mr. Prakrit: But both of them show partial success at best, and indicate that programs to change sex roles may be a waste of time, money and effort.

Mr. Convolvulus: Is that what you got out of it? I think it reflects the deeper truth that sex-roles are as natural, universal and inevitable as sex itself.

Mr. Dugong: Even if they are found all over, it need not mean that they reflect biological tendencies, or, even if they do, that it may not be desirable to try to change them.

Ms. Integument: Getting back to the ground from all this airy philosophy, don't you think both reports are based on an assumption that it is more important to change the status and activities of girls than boys? What about a little men's lib?

Ms. Fettucini: It's just that girls are easier to un-sex-type than boys.

Ms. Latria: Whether they are or not, evening up men and women is less urgent than most of the other social and economic, not to mention educational, problems we face.

Mr. Reticule: In any case, it is clear that this problem requires changes that go way beyond what the school can do.

Ms. Decimal: Nevertheless, I think we still have a responsibility to try. These reports indicate the difficulty and complexity of the task; but they also present a challenge and opportunity for sensitive and innovative approaches, and a need for a long-term commitment.

"WHEN I GROW UP"—Playing The Game of Life

In 1966 Elizabeth Douvan and Joseph Adelson published the results of a nationwide survey of adolescent boys and girls covering self-images, friendships, family relations, values, activities and plans. These researchers concluded that boys were more "realistic" in their expectations than girls, since they could more often state a definite job or career goal, and more often matched their educational plans to their stated career objectives. They were concerned that

girls were unable to make more definite plans without knowing in advance what their marriage situation would be, that a large majority, more so than the boys, had accepted the middle-class dream, but wished to achieve their social mobility through marriage. Since the boys were not equally upward striving, they felt some girls were sure to be disappointed. Paradoxically, however, they measured femininity by the professed enjoyment of housekeeping tasks, and considered the small minority of girls who rejected the prospect of marriage to be abnormal.

Research in this area since then, which has tended to concentrate on changing female aspirations, has generally confirmed the vagueness and modesty of girls' career planning, and their almost universal intention to marry—though there is less love of housework than was previously thought. Strangely enough, however, no one has noted that boys' plans are equally unrealistic in at least one respect: they will marry more often than women do, but seldom seem to take this into consideration in their plans. Neither sex plans on such vicissitudes as divorce, widowhood, retirement, or seeing children through their education. If this is the case for adolescents and young adults, realistic thinking about the future is almost unknown in pre-adolescents.

This is a game designed to make boys and girls aware of such other factors in thinking about their future plans. It is not intended to replace the dreams of being a tight-rope walker or an astronaut, but only to complement them.

The first phase consists of the players answering and discussing the questions on the next page, using only the information and assumptions they have already acquired. Situations can be added or subtracted in keeping with the age and character of the players according to the judgment of the leader, but the idea is that the players and audience shall get a chance to role-play and identify with as many different "lifestyles" as possible.

Each player is to select a life situtation and answer it first as a member of the opposite sex. Some of the situations have questions of the kind that may be considered, but the leader or other players may think of others. A tally may be kept of the ways in which the life situations are responded to differently when the player takes the role of the opposite sex, and someone may wish to summarize the conclusions the group reaches.

When the first phase questions have been discussed as long as the leader thinks useful, statistical information regarding life expectancy, fertility, marriage, divorce, widowhood, education and job participation is brought out, preferably written large so that all participants can refer back to it at will. Alternatively the information could be duplicated and passed out to each participant. The information given below should be considered an example only. It should be updated from time to time: the Bureau of the Census puts out a number of publications where population information is abstracted, and they are available at public libraries. Items may be added, omitted or substituted, or presented in other forms: for example, percentages may be shown as fractions, percentages between 18% and 22% may be called "one out of five," or 1/5.

Data gathered between 1973 and 1975 and published by the U.S. Department of Commerce and Labor indicates that:

	Female	Male
1. The current life expectancy is (in years)	75.3	67.6
2. The current childbearing rate is (number per woman)	1.9	
3. The current marriage rate is (number per year per 1,000 people)	10.5	10.5
4. The current divorce rate is (number per year per 1,000 people)	4.6	4.6
5. The current proportion of the population (over 18) married	67.6%	73.7%
6. The current proportion of the population widowed (over 18)	13.3%	2.8%
7. The current rate of labor force participation is	45.0%	75.5%
8. The current rate of college attendence is (% of HS Grads)	43.0%	50.0%
9. The current proportion of all women (over 16) working	46.0%	
10. Of these, the current proportion of women workers married	58.0%	
11. The current proportion of families headed by a woman	12.5%	
12. The 1973 median income was	$6,488	$11,468

The trend seems to be toward later marriage: in 1960, 28% of women between 20 and 24 were single; in 1975 the proportion was 40%. It is also toward a higher divorce rate, and, perhaps, toward more people staying divorced. That is, it looks like there will be more unmarried people in the future.

Phase I Questions

What would you like to do when you grow up?
What if you were the opposite sex, what would you want to do then?

Do you want to get married when you grow up?
What if you were the opposite sex, would you want to then?

How many children do you want? Why?
What if you were the opposite sex, how many would you want? Why?

Do you want to go to college? Why or why not?
If you were the opposite sex, would that make any difference?

If half of the people in the country are going to have at least some college, does that make any difference in your plans?
If you were the opposite sex, would it make any difference?

If so many people went to college that it didn't help you to get a better job, or one with higher pay, would you want to go?
If you were the opposite sex, would it change your answer?

Phase II Situations

SITUATION 1

Your father dies unexpectedly when you are 17 and your mother is in poor health. You have 4 younger brothers and sisters, the youngest of which is 2, so supporting the family is up to you. You have no practical skills and jobs are scarce, but you get work in a cleaning plant. The pay is not bad, but you are pretty tired at nighttime, especially after seeing to things at home. You do some dating, but the ones you really like have their own problems, and do not see themselves marrying into such responsibilities as yours. By the time the other children can help out enough so that most of your earnings are not needed for the family, you are 35 years old. What will you do with the rest of your life?

SITUATION 2

You get married and have two children, but inflation and recession eat away at the family income. By the time the children are 7 and 9, you and your spouse realize that with the high cost of medical and dental care, taxes, savings for the children to go to college, and wanting to buy a home, one salary just will not do it. What do you decide to do?

SITUATION 3

You "fall into" a dream job soon after graduation from college, and two years later marry a young person with a promising future in another field. Two children are born. You love your work and are rising fast in your company. Ten years later when you are near the top, your company is bought out by a large conglomerate. The whole firm is to be moved to New York and you are offered the directorship. Opportunities for your mate in New York are unknown. There are no opportunities for you at your level if you switch to another company in your field in the town where you now live. How do you approach the situation?

SITUATION 4

You work a year and are married at 19. You enjoy twenty years householding and raising children. While the children are young, you need your dead-end job to support the family, but when you are 40, the children are finally out on their own. What will you do with the rest of your life?

SITUATION 5

Your father died while you were young, and your brother supported the family while you were growing up. Now he wants to get married and start raising a family, but there is still your mother and a younger brother to support. He thinks, now that you are graduating from college, it is your turn. You have always been a whiz at math and science, and you are offered a fellowship to go to graduate school, which you really want to do. But the money would barely be enough for you to live on. What do you do? Does it make any difference if you are male or female? Do your chances of marrying and having a family matter here? Does the difference in life expectancy between males and females matter here?

SITUATION 6

All your life you have wanted to be a doctor. But toward the end of your third year in college your father dies, and it is clear there will simply not be enough money to send you to medical school, although the insurance will allow you to finish college. What will you do? Does it matter whether you are male or female? How? Do your chances of marrying and having a family matter here? Does the difference in life expectancy between the sexes matter? Even if you marry, do your chances of eventual divorce matter?

SITUATION 7

All your life you have wanted to be a doctor. But just before you graduate college, and right after you learn you have been accepted into medical school, you meet the one person you want to spend your life with. You marry, both of you work part-time, and it is a struggle, but you try to go on with your education. Suddenly, you find out there is a baby on the way. What do you do?

SITUATION 8

You have 3 children. Things are going well for the family until you are 34 when your spouse is killed in an automobile accident. The children are 4, 8, and 10. How will you take care of them?

SITUATION 9

It becomes apparent within two years after your marriage that it was a mistake, and you get a divorce. You remarry when you are 30 and have two children. When you are 40, and the children are 7 and 9, you/your spouse's job and whole field of work is wiped out by automation. How can the family cope?

SITUATION 10

You are a member of a couple that has been married for ten years; no children have come along. The husband is doing well in his job and is happy with it. But the wife is beginning to find hers rather boring and unchallenging. She had originally taken it just for something to do until you were settled and had a family. What will you do now? If you were the wife? If you were the husband? Would it make a difference if the wife were happy in her job and the husband not? Does the difference in life expectancy between the sexes make any difference here? What if the couple were not happy with each other and were thinking of getting a divorce; does that make any difference? Even if they are happy now, does the overall possibility of an eventual divorce make any difference?

SITUATION 11

You are 45 years old, married, and considering which of two job offers from different companies you should take. The pay and work seem to be about the same, and also the prospects, but one company offers a pension plan which gives you a good retirement income after 25 years with the company: if you die, very little in the way of death benefits for your family. The other company's plan includes a good deal on a life insurance policy, but much less in the way of retirement income. What do you do? Would it make any difference if you were a man or a woman? Would it make any difference how many children you had?

PROBLEM SITUATIONS

During a PTA meeting, one of the parents asks if training girls to compete with men on the job market, and trying to prepare boys to assume an equal share of housework and child care, will lead to a weakening of the family: more divorces, fewer children and more neglected children if responsibility for them is not clear. The parent goes on to state that there may be greater reluctance on the part of young people, especially young men, to marry at all. You say:

Ms. Fandango:	All we do is try to provide skills and preparation. The private family arrangements that people make are their own business.
Ms. Piranha:	The divorce rate keeps rising and women are working in greater numbers anyway; it is better for young people to be prepared.
Ms. Lien:	The participation of both parents would strengthen the family economically and emotionally; there would be fewer neglected children, not more.
Ms. Anabolism:	If some young men were marrying for convenience and comfort, or women were marrying to be supported, maybe it would be better if they didn't.
Mr. Reticule:	The idea that family strength comes from dependency is outdated; it comes from a time when a division of labor was more practical than now.

A boy in your class says he would like to be a teacher like you. He says he likes little kids and thinks it would be great fun to teach them the way you do. How do you respond to this?

Ms. Biosterol:	But don't forget that the pay is low and it's hard to support a family on.
Mr. Iambus:	A smart boy like you could get to be a principal or even a district supervisor.
Mr. Convolvulus:	It is also hard work, and takes more patience and understanding than most men have.
Ms. Lien:	Be sure to keep your grades up and look around for a subject you'd like to teach.
Ms. Carom:	Fine! We need teachers who love children.

At a PTA meeting, while discussing changes that have been made in the curriculum to eliminate sex-role stereotyping, one of the fathers says that if girls are trained to compete with boys instead of helping and comforting them, we will lose the last source of warmth and kindness in a rough and cold world. What do you say?

Ms. Carom:	There is no conflict between a successful worker and a warm and loving woman.
Ms. Piranha:	More and more women will be in the labor force anyway. It is better for them to be well prepared for it.
Mr. Psoroptes:	What the men may lose in warmth and comfort, they will gain in freedom from dependency.
Ms. Integument:	It is not fair to deprive half the people of their full rights to self-fullfillment for the benefit of the other half.
Ms. Decimal:	Who has been helping and comforting women up to now? Kindness and consideration should be the responsibility of everyone.

During a conference with one of the mothers who happens to be a successful executive, she remarks that urging more women toward permanent participation in the labor market, and encouraging them to push for higher wages, is bad for the economy. It makes for higher inflation and unemployment, and takes away the flexibility that having a part-time labor force provides. You say:

Ms. Fandango:	Nothing, she's right.
Ms. Piranha:	Perhaps, but having another worker gives a family greater ability to withstand such economic ills.
Ms. Carom:	But if more women worked, perhaps more men would have the freedom to work part-time, or even stay home if they couldn't get a job they liked.
Ms. Lien:	I have great faith in the strength and adaptability of the American economy. More working women will mean more demand for certain goods and services.
Mr. Reticule:	Do you feel that only gifted women like yourself should have careers? That would make less talented women doubly unfortunate. Is that fair?

A girl in your class tells you she would like to be a teacher like you. She says she loves children and thinks it would be fun to teach them.

Ms. Fandango:	Well, the work is really hard, but the hours and vacations are convenient for a woman with a family.
Mr. Convolvulus:	Wonderful! It's a fine career for a woman who loves children.
Ms. Integument:	Be sure to keep your grades up.
Ms. Lien:	A smart girl like you could be a principal or superintendent of schools.
Mr. Psoroptes:	But it's very hard work and takes more patience and understanding than most people have.

A girl student confides to you that she is really somewhat disturbed by all this new emphasis on jobs and careers for women. She is interested in art, and plans to major in art history in college, but expects to be married as soon as she graduates, if not before. She really doesn't like the idea of having to compete and work for a living, but would rather take care of her family and pursue her hobbies. What do you say to her?

Mr. Pseudonymous: Being a good wife, mother and citizen, and creating a really good home is a full-time job in itself. You have no need to feel apologetic.

Ms. Integument: The idea was supposed to be freedom of choice. No woman should have to work if she doesn't want to.

Ms. Piranha: Many women will have to work whether they want to or not; it's best to equip yourself with some marketable skills whether you use them or not.

Ms. Anabolism: Don't close down your options so soon in life. There may be interesting jobs where you could use your love of art.

Mr. Reticule: I don't think it is good for a woman to be dependent on her husband.

SUGGESTED ACTIVITIES

The activities included in this chapter are designed to help students determine their career choices and goals and help them examine the influences that affect these choices. They should also be useful in analyzing the implications of stereotyping on career choices and in exploring the role of the teacher in the life/career choices of students.

As with the suggested activities in other sections of the manual, workshop participants should not feel constrained or limited. The activities are meant as suggestions and can be varied or supplemented to accomodate the age of the students or the subject matter taught by each teacher.

ACTIVITY 1

Have your students draw pictures of what they want to be when they grow up. Then have them draw pictures of what they would want to be if they belonged to the opposite sex. As an alternative or additional assignment, depending upon the age of your students, have students write what they want to be when they grow up, why they made that particular choice and how they would go about getting ready for their preferred job. Then ask students to answer the same questions as if they were members of the opposite sex.

Thinking About Change

STUDENT DISCUSSION

Focus on finding out how students made their choices and on discovering the effects of sex-role stereotyping on those choices. If students choose different career goals because of sex, you might ask: Why do you believe there is a difference? Are males/females not capable of doing that sort of work? Are there skills or responsibilities inherent in the job itself that one sex cannot perform? Do students think women have the same career aspirations as do men? Do they feel men and women share equally in career opportunities? Why or why not?

WORKSHOP DISCUSSION

Keeping the developmental stage and the age of your students in mind, try to focus on what factors played an important role in student choices. Do students see a difference in the career aspirations of males and females? If so, what effect does sex-role stereotyping have in producing these differences? Can you think of ways to help students consider a wide range of job options?

ACTIVITY 2

Take your class on a field trip where they can observe people actually going about their jobs. If possible, have them ask workers what kind of training they received before obtaining their jobs.

Some possible suggestions for field trips:

1. A garment factory. Here students can observe the sex and find out the ethnic group membership of sewing machine operators, designers, cutters, buyers, the janitorial staff, office workers and managers.

2. A shopping center. Here students might make note of the age and sex of sales clerks, baggers, security guards, bank tellers and officers, store managers and the professionals and receptionists in medical, dental and other professional offices located in or near such a center. Have students look at the shoppers. Are they working?

3. A department store. Ask students to observe the sex of the clerks who sell women's wear, children's wear, housewares, men's wear, notions, furniture, automotive supplies, appliances, etc.

4. A shipyard. Ask students to note the sex of the workers and ask them to talk to the workers about the training required for them to become welders, shipfitters, millwrights, patternmakers, carpenters, painters, dock workers. Have them ask if changes in the proportion of men and women employed in these jobs have occurred in the past few years.

5. Other possible places where students can be asked to make similar observations might include a dairy, a manufacturing plant, a university campus, meat processing plant, etc.

Thinking About Change

STUDENT DISCUSSION

Have students report on the proportion of men workers to women workers. What kind of jobs did the men hold? What kind did the women hold? Why do students think these differences exist? Are they necessary? Can they be changed? How? Do students think a man/woman can be trained to do a job that has traditionally been considered female/male?

WORKSHOP DISCUSSION

What kinds of observations did students make? If the observations for the most part took note of sex-stereotyped jobs, how did students report this? Did girls and boys react the same way? Did they believe such stereotyped job placement was necessary or right? Discuss what can be done to change the proportions of men and women in jobs that have traditionally been held by one sex or the other.

ACTIVITY 3

Have your students make murals of men and women at work. You might suggest that they make separate ones for each sex or a single one showing both men and women. There could be a theme or a direction of change running through the mural. For example, you could suggest they begin with the past on the left side of the mural and work toward the present on the right side. Or they could show women on one side and men on the other side, with the center reserved for men and women working together in the same tasks or assisting each other. See that the murals are planned and discussed carefully before the artwork begins. Your students may need help from the school librarian to research the varieties of jobs in which women and men work, both in the past and in the present. Discuss the mural when the project is finished as well.

Thinking About Change

STUDENT DISCUSSION

As with preceding assignments, focus on finding out how job choices are made and the effects of sex-role stereotyping on those choices. Did your students find any changes from the past in the kinds of jobs performed by men and women? Did they learn why certain jobs were performed by men in the past while others were performed by women? Did they learn why the same situation exists for many jobs today?

WORKSHOP DISCUSSION

Summarize the results of this activity and the resulting discussion with students.

ACTIVITY 4

Have your students hold a debate on women in the world of work. You might want to assign not just two sides, but several: a) one or more students might argue that women should take the primary responsibility for raising children and that they should not work outside the home unless there is real financial need, at least while the children are young; b) one or more might discuss the possibilities of unpaid volunteer work as the proper work for woman; c) one or more could take the position that men should have the option of staying home to raise children; d) one or more might propose that women should have free choice in selecting

careers, whether those careers are in volunteer work or paid work; e) one or more might propose that the same pressures that cause men to work should also cause women to work. Students may wish to use the library to prepare for the debate.

Thinking About Change

STUDENT DISCUSSION

What was your process for preparing your position? Were some positions easier to advocate than others? Why do you think this is so?

WORKSHOP DISCUSSION

Report the results of your class debate and discussion.

ACTIVITY 5

The Nature Game: For Secondary Schools

Consider the list of abilities and traits below. Paired with them are occupations which would seem to require or be helped by such an ability or trait. On the basis of sex differences which are thought to exist in the possession of these abilities and traits, which occupation would you expect to be predominantly male, and which predominantly female? Is that what you do find? If not, why not?

Ability	Occupation
Verbal fluency	Writer
Physical strength and stamina	Nurse
Interpersonal sensitivity	Psychiatrist
Visual-spatial ability	Interior decorator
Aptitude for detail	Executive
Problem solving ability	Computer programmer
Good rote memory	Medical student
Numerical skill	Bookkeeper
Mechanical skills	Typist

SPECIAL ACTIVITIES

Again, let us remind you that these activities are primarily for educators who are not teachers and do not have a classroom. Adapt them to your own needs.

ACTIVITY 1

Look over your list of career information resources and analyze the content. Is the information in your library dated? Are there separate books on careers for males and females? What examples of stereotyping do you find? How is the information selected? By whom? What can be done to improve the selection?

ACTIVITY 2

Choose one of the vocational interest tests used for students in the age group at your school. Analyze the test. Is it biased toward either sex? Are there separate tests for males and females? Are the interests themselves stereotyped? What changes would you make on the test? Would you continue to use it or are there other tests available that would be more appropriate?

CHAPTER 4
EXTRA-CURRICULAR ACTIVITIES AND ELECTIVE COURSES

GOALS OF THE WORKSHOP SESSION:

1. To examine the participation of girls and boys in elective courses and extra-curricular activities.
2. To examine the value of elective courses and extra-curricular activities and the skills learned in them.
3. To examine the implications of sex-role stereotyping in elective courses and extra-curricular activities.
4. To develop recommended strategies for change in this area.

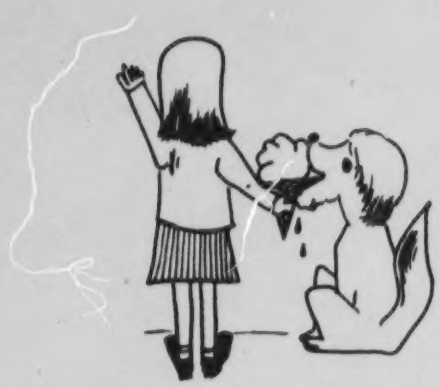
TIME REQUIRED: 2 hours.

INTRODUCTION TO THE WORKSHOP SESSION

In this session, you will be focusing on the ways in which sex-role stereotyping affects extra-curricular activities and elective courses. There is no assigned reading for this session but there is a great deal to discuss. The conversation will cover a wide range of topics that should include the many formal and informal daily activities of students throughout the school year. Of course, sports and athletic programs should be included, but, although they are important, try not to spend all the workshop time on this one aspect of the topic. Instead, look at the multitude of objects and activities that contribute to a school day. For instance, are there specific areas for play in your room? How do you assign chores in the classroom? Who waters the plants? Who opens the windows? Who carries and/or sets up the projector? What about general class management? How do you reward and punish? How do you pay attention, display approval and affection?

As you begin to focus on what kinds of elective courses are offered at your school and the extra-curricular activities and events in which students participate, it will be of primary importance to take a look at the skills they are designed to impart to students, and the implications of sex-typing in both courses and activities. The questions to continually keep in mind are: How has sex-role stereotyping affected these activities? What changes should be made?

Use the problem situations designed for this session to aid the discussion. You may wish to establish a group project to work on during the session on this subject area. For example, based on some of the information received from students on this topic, could you design a course which would meet the needs of both girls and boys? How about planning a new athletic program for your school? Use your own school situations to generate ideas for planning ways of eliminating sex-role stereotyping in elective courses and extra-curricular activities.



PROBLEM SITUATIONS

The Boosters' Club is donating money to build a boys' athletic club on some school property. Many state officials and civic-minded citizens are behind the project, and the school will have access to the clubhouse during school hours for their programs. Now a women's group is saying that the whole idea discriminates against girls. When they ask your opinion, what do you say?

Ms. Biosterol:	Let's accept the offer; they are a private group, and we cannot dictate the terms of their donation to them.
Mr. Convolvulus:	We must accept the offer; we have a dropout problem mainly with boys, and this project can be used for a program to help them.
Mr. Iambus:	We should accept the offer and try to raise money for a girls' club. Women who complain about discrimination should be willing to do something.
Ms. Lien:	The offer should be refused; sex discrimination is against the law.
Mr. Reticule:	The offer should be accepted only on condition that the club provide facilities for both sexes and be equally open to girls and boys.

A few years ago, an academically elite high school made the news because the directors found that many more girls than boys were qualifying for admission on the basis of previous school performance. They therefore decided to raise the minimum acceptable grade-point average for girls, so as to achieve a better sexual balance of the student body. Feminists around the country were incensed. What do you think about it?

Ms. Fandango: Well, why not? Did you know that a quota of one-fourth girls was placed on the National Merit Scholarship recipients, so that they would not almost all go to boys?

Ms. Piranha: Which only goes to show that by biasing the content of a test whole groups of people may be discriminated against.

Mr. Iambus: If the opposite had been the case, and more boys were getting in than girls under the old rules, you can bet those women would have approved of the rule changes. Let them see how affirmative action tastes for a change!

Ms. Integument: Fair is fair; they had no right to change the rules just because they don't like the results.

Mr. Convolvulus: But everyone knows that, relative to their ability, girls are better test-passers than boys. The boys will catch up later, as experience shows.

Ms. Lien: Why does the entrance have to depend on grades? Why not make it depend on IQ, which has already been standardized so that boys and girls have the same average. That way, a balance could be achieved without different standards for the two sexes.

Ms. Latria: The directors are justified in trying to balance the general makeup of the student body, so long as no individual is discriminated against because of sex or ethnic group membership. But quota systems are bad no matter what the intention.

Mr. Reticule: How can you say no individual has been discriminated against if a whole group has? And why does the student body have to be balanced on the basis of sex? The school should decide what its goals are, and adjust the entrance criteria according to those goals, with due recognition of basic human rights.

Ms. Decimal: Certainly the standard should be the same for both sexes, but a number of boys below standard should be admitted as members of an educationally disadvantaged group, and they should be given remedial work.

In facing the prospect of integrating physical education classes, you are asked for your opinion. You respond:

Ms. Piranha:	Well, it would certainly make scheduling easier, since boys and girls would be able to take gym at any time.
Mr. Prakrit:	But how can we arrange the use of the dressing rooms and showers? It would be sheer chaos.
Ms. Fettucini:	They have integrated bathing in Japan, and manage somehow.
Ms. Mizzenmast:	Come, let's get serious. Boys are simply too rough, and it would result in a lot of accidents and injuries.
Mr. Mendicant:	Or in fewer accidents, once they all learn how to look out for themselves and each other.
Mr. Pseudonymous:	I'm sure the girls would feel very upset and uncomfortable if any of the boys teased and made fun of them.
Mr. Psoroptes:	Once the novelty wore off, boys and girls would get to feel much more easy, natural and comfortable with each other than they do now.
Ms. Integument:	And it's only fair if we are receiving money from the government to comply with the conditions, however silly they may be.
Mr. Iambus:	We don't get our fair share anyway; it all goes to the big universities like Harvard.
Mr. Convolvulus:	We mustn't worry about that. The only thing that really matters is whether it would be good or bad for the student development. Such close physical contact in such a casual context, coming as it does during a critical period of adolescence, could result in distorted adult sexuality.
Ms. Carom:	Or in better adult functioning. The divorce rate is getting out of hand as it is. Something must be wrong with our current practices.
Ms. Lien:	This is all a matter of speculation. What we do know is that Title IX requires us to integrate all our classes.
Ms. Latria:	As long as we provide completely equivalent programs for both sexes, we will be in full compliance.
Mr. Reticule:	That is being very legalistic and hairsplitting. Don't we want a society in which no doors are closed to anyone, and everyone has free access to every resource and benefit?

Ms. Runion: But we also want one in which people's rights are respected; and I believe that integrating the gym classes would invade the rights of privacy of both sexes.

Ms. Decimal: But beyond even rights, in my opinion, are the implications about the relative worth of each individual child in every arrangement we make. By integrating our classes, we are saying that we do not value one child above another, male or female, clumsy or agile. Any separation implies that the basis on which we make the separation is an important distinction between one human being and another.

64-a

Greg, Mac, and Jerry, who are close friends, have gotten together and decided to take home economics this fall. The physical education class that Mac and Jerry must take is scheduled at the same time, and Greg doesn't want to be the only male in the class. What do you think should be done?

Ms. Fandango:	Let the boys learn cooking and sewing from their mothers at home, if they are really serious.
Ms. Carom:	Tell Greg it is silly of him to be afraid of a class full of girls.
Mr. Prakrit:	Set up a special home skills class for boys; it's good for everyone to know how to look after himself when mother isn't around.
Ms. Lien:	Get after the PE teacher to give Mac and Jerry a waiver. If he won't, go to the principal and try to work something out.
Mr. Reticule:	Insist that the home economics class be rescheduled and try to recruit more boys into it.

You are helping to plan a program in which first graders are to be taught non-sex-typed games and sports. Someone suggests that the boys could be taught to jump rope, and the girls to play kick-ball. But it is pointed out that some of the girls are sent to school in clothes that make it awkward or embarrassing for them to play rough and tumble games. You suggest:

Mr. Iambus:	If the girls can't keep up, they'll just have to sit it out.
Ms. Piranha:	Let's just have relay races for both sexes.
Ms. Latria:	When the girls find their clothes are holding them up, they'll probably complain to their parents themselves. Don't make a fuss.
Ms. Fettucini:	Just remind the girls to wear shorts and slacks for the new program.
Ms. Carom:	Let's send notices home to the parents explaining the new sports program.

One of the boys in your class says that only the boys should get to open windows and give out books. What would you say?

Ms. Mizzenmast:	Yes, because little girls can hurt themselves and have to be more careful than boys.
Mr. Convolvulus:	All right, it's only natural that boys and girls should want to do different things.
Mr. Iambus:	I guess that's all right as long as only girls water the plants and take the lunch count.
Ms. Latria:	Let's have the class vote on it.
Ms. Lien:	To be fair to everyone, all the jobs should be rotated.

You are helping to plan a program in which first graders are to be taught craft skills which are sometimes associated with only one sex. One teacher suggests hiring a male artist who specializes in embroidered and appliqued wall hangings to come in and teach the children sewing. He is willing, but he charges $20 an hour. Someone else points out that one of the children's mothers, who is a quiltmaker, would probably be willing to volunteer her time. What do you say?

Mr. Pseudonymous:	Twenty dollars an hour! A man who does fancy sewing has got to be weird.
Ms. Fandango:	If we take the volunteer sewing teacher, maybe one of the fathers can volunteer for carpentry.
Ms. Piranha:	If we take the volunteer sewing teacher, let's hire a woman carpenter, if none of the mothers can drive a nail straight.
Ms. Integument:	If his time is worth $20, so is hers.
Ms. Decimal:	It's worth $20 an hour to show the kids that this is man's work, too.

At the end of the month, you realize that you have had more good work done by girls than boys up on the class bulletin board. What would you do about this?

Mr. Pseudonymous:	I would stop putting up the good work. It might discourage the boys.
Mr. Iambus:	I would put up a sports bulletin board to balance the academic one.
Ms. Fandango:	Nothing; girls of this age generally do better than boys. The boys catch up later.
Ms. Carom:	I would urge the boys to model their work after the girls!
Mr. Reticule:	I would make special efforts to see that the lessons are interesting to the boys.

Malia and Cassandra both want to sign up for a metalworking course in the shop this semester, and they are the only girls who do. The trouble is, the girls' physical education class for their grade has been scheduled at the same time, and is a requirement. What do you think should be done?

Ms. Biosterol:	Nothing, we can't keep making exceptions for every kid who has a faddish whim, or who wants to be with the boys.
Ms. Latria:	Advise the girls to take their hobby courses through the Y, or put it off until next year. Phys.ed.is a basic.
Ms. Carom:	Try to get the shop teacher to come in after school for a special girls' shop class.
Ms. Lien:	Persuade the physical education teacher to give the girls a waiver or let them make it up later. Their interest should not be discouraged.
Mr. Reticule:	Insist that the shop course be rescheduled. Then maybe more girls will take it.

Because of budgetary restrictions, there is no money to hire anyone to coach the basketball team in your school. A woman teacher volunteers to do it, but only if girls are allowed to play, too. How do you react?

Ms. Biosterol:	Why doesn't she organize a girls' team if she's such a libber.
Mr. Prakrit:	I wouldn't mind, but the boys wouldn't stand for it. If we can't get a father to volunteer we'll just do without a team.
Mr. Iambus:	All right, if the girls can cut it. But they can't expect any special treatment.
Ms. Piranha:	Why don't we give it a whirl and see how it works out?
Ms. Decimal:	What an opportunity! But we should prepare the ground carefully and be ready to do some trouble-shooting.

SUGGESTED ACTIVITIES

The activities suggested here are intended 1) to help students ascertain the value of extra-curricular activities and electives and the skills to be gained from them, 2) to determine the effects of sex-role stereotyping in students participating in extra-curricular activities and electives, 3) to determine what student needs in this area are and whether they are being met, and 4) to develop any strategies that might be useful for bringing about change.

ACTIVITY 1

Have your students generate a list of all extra-curricular activities in which they would like to participate but which the school does not presently offer.

Thinking About Change

STUDENT DISCUSSION

For each activity, ask students to note whether the activity is one in which both sexes can participate together. Why should this activity be part of the school program? What skills are learned in this activity? Has the activity ever been offered, but restricted to one sex? Can students think of similar activities that would be appropriate for both sexes?

WORKSHOP DISCUSSION

Compare the list developed by students with current activities offered at your school. Is the list of activities created by girls much different from the list created by boys? Do you see any parallels or possible ways to combine activities? Are current electives and extra-curricular activities at your school equal in terms of the number of activities offered for girls and for boys, the participation of girls and boys and the money that is allocated? What can be done to see that a range of activities is offered to both sexes at all skill levels on an equitable basis?

ACTIVITY 2

Observe the playground at your school every day for a week during recess and before and after school. Note in which parts of the playground girls and boys collect and what they are doing. Note the number and sizes of groups of each sex and the number of mixed groups. In mixed groups note the number of girls and boys.

Thinking About Change

STUDENT DISCUSSION

Ask students which sex they prefer to play with and why. Are there some activities they would like to take part in but feel they cannot? If so, what are the reasons? Are the playground facilities equally suited to the preferences of both sexes?

WORKSHOP DISCUSSION

Share the results of this activity with the group. What are some of the advantages in having students of both sexes interact in playground situations? What are some methods you might use to foster integration? In what areas of activity besides playground activity do you see segregation taking place? Why? Try at least one suggestion to encourage integration and report on any success.

ACTIVITY 3

Have the students look at their school clubs and councils. How many students of each sex are members? Who holds which offices?

Thinking About Change

STUDENT DISCUSSION

Ask your students to summarize their observations. Did they find a predominance of one sex in club officers? If so, why do they think this occurs? How should this be changed? What attitudes have to be changed? What about school or club policies?

WORKSHOP DISCUSSION

Analyze the results of your students' work. What did students think were the major cause of sex stereotyped offices? Exchange ideas with other members of your group about how faculty can help change the proportions of club officers to a more even mix.

ACTIVITY 4

Have students compare and contrast the facilities used in the physical education program at your school for girls and boys. How much time is available to each sex for the use of the facilities? You might also have the students obtain a copy of the school budget to see how much money is allocated for girls' sports as compared to boys' sports. They should take into consideration such items as equipment and clothing, athletic field trips, salaries, etc.

Thinking About Change

STUDENT DISCUSSION

Is there equity in school sports programs? Is the school complying with current laws concerning equity? What activities would students like to see offered? What is the possibility of coeducational activities? What could students do to bring about changes to increase the number of coeducational activities? Whom could they approach?

WORKSHOP DISCUSSION

Summarize the facts gathered by your students. Is your school complying with the law? If not, what can you do to help your school comply?

SPECIAL ACTIVITIES

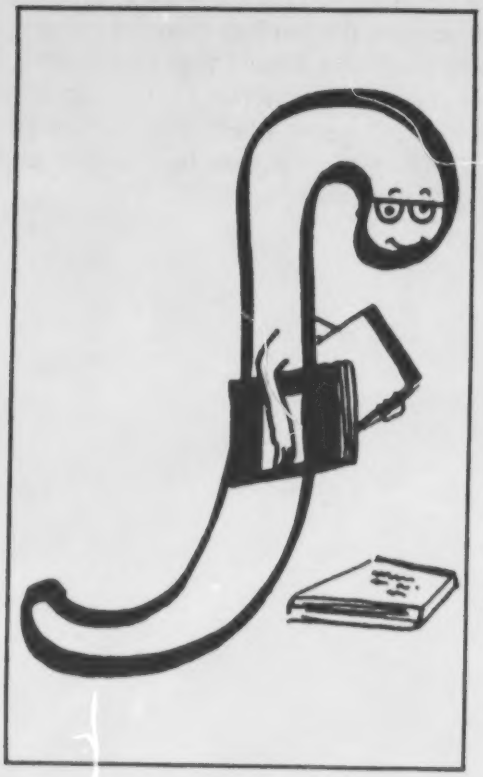
The special activities here are intended to aid in recognizing and/or overcoming sex-role bias in extra-curricular activities and electives. You may wish to devise your own activities keyed to the special needs of your school or position.

ACTIVITY 1

Make a display in your library of children engaged in non-sexist activity. Describe your procedure. Observe the reactions of students to the display.

ACTIVITY 2

Review the list of electives offered at your school and the number of females/males participating. Make up a list of questions to consider in advising students about electives.



CHAPTER 5
CURRICULUM: CHOOSING AND USING

GOALS OF THE WORKSHOP SESSION:

1. To establish criteria by which to examine curricular materials for bias.
2. To examine the implications of sex-role stereotyping in curricular materials.
3. To learn how to choose non-sexist materials.
4. To develop and use guidelines for examining the language used in curricular materials.
5. To examine the need to supplement already existing biased curricular materials.
6. To develop strategies for change in this area.

TIME REQUIRED: 2 hours.

INTRODUCTION TO THE WORKSHOP SESSION

This session deals with sex-role stereotyping in curriculum. Instructional materials are the most concrete and specific classroom tools and have direct influence on students and their learning process. It is important to remember that one cannot simply throw out **all** literature one believes to be sexist in nature. It is possible, however, to develop an awareness of bias in literature, in textbooks, and in other curricular resources, including audio-visual instructional resources. Such materials can be assessed for bias in the roles in which women and men, girls and boys are protrayed, including the lack of attention given to the achievements of women and the use of language which may present a demeaning picture of women. Beyond surveying materials for such bias and becoming aware of guidelines which address themselves to language use, it is also important to actively engage in learning to gather information about women which can be used to supplement existing curricular packages and to actively construct non-biased curricular packages. This means, for example, learning to identify and to use the many resources available such as the school library and the local library system. Appendix E contains a list of reference materials which will be useful in gathering information about women.

You may begin this session by sharing the activities you have completed relating to this topic. When you feel ready to move on, discuss the reading material assigned for this session. Remember to use the problem situations should they be needed. If this is the last workshop session, plan to spend some time actively assessing what additional information you would like to have as an educator, whether you would like to continue meeting with a group concerned with eliminating sex bias and, finally, what steps you will take to begin eliminating the problem now.

READING MATERIAL

INTRODUCTION: Changing Textbook Images of Women and Men

A number of publishers of school textbooks have recently put out suggestions intended to help their authors overcome the sex biases in their writing which have passed as a matter of course in the past. The following, adapted from Scott, Foresman and Company, is fairly typical.

GUIDELINES FOR IMPROVING THE IMAGE OF WOMEN IN TEXTBOOKS

Sexism refers to all those attitudes and actions which relegate women to a secondary and inferior status in society. Textbooks are sexist if they omit the actions and achievements of women, if they demean women by using patronizing language, or if they show women only in stereotyped roles with less than the full range of human interests, traits, and capabilities.

Textbooks should treat women as the equals of men. Although in the past women were regarded as inferior, they were not and are not inferior people. The sexist attitudes of the past should not be reflected in current publications.

GENERAL GUIDELINES FOR TEXT AND ILLUSTRATIONS

The actions and achievements of women should be recognized.

The contributions of women to politics, the sciences, the arts, and other fields often thought of as being provinces of the male only should be presented and explored.

The works of female authors are too often omitted from anthologies. When compiling or revising such texts, editors should actively search for material written by women.

Females should be included as often as males in math problems, spelling and vocabulary sentences, discussion questions, test items, and other exercises. Very often the overall tone of a book is sexist because males are more frequently mentioned in exercises or because the exercises present only stereotypes.

Although many factors determine the contents of textbooks—authors, permissions, space, time, money, the market, etc.—these limitations should not be used to excuse bias, prejudice, or insensitivity.

Women and girls should be given the same respect as men and boys.

Writers, editors, designers, and illustrators should make sure that both male and female readers feel that a publication is directed at them.

While individual girls and women may be portrayed as comical, stupid, fearful, or followers of male initiative, such material should be scrutinized carefully in the context of the book as a whole to ensure that contempt for women as a group is not inadvertently being fostered. For example, writers should take care that a joke about a woman who is a bad driver, a shrewish mother-in-law, financially inept, etc. does not present these qualities as typical of women as a group. Girls and women should not be shown as more fearful of danger, mice, snakes, and insects than boys and men are in similar situations.

Women and girls should not be shown as unworthy people when they do not conform to male standards. Males should not be viewed as having a monopoly on ability to judge what is interesting or worthwhile.

Although women are a majority of the American population, in many ways their history has been that of a minority group. Because of past discrimination, the same care must be taken in portraying women as in portraying blacks, Puerto Ricans, Chicanos, American Indians, and other minorities.

Abilities, traits, interests, and activities should not be assigned on the basis of male or female stereotypes.

One reason often cited for the overwhelming percentage of selections by or about males in literature and language arts texts is that boys will read only stories about boys, whereas girls will read anything. Another is that it is more important to attract boys to reading, since reading problems are more common among boys. If females were not depicted as passive, lackluster, sweet but senseless drudges, both boys and girls would find them more interesting. Few boys have rejected **Alice in Wonderland** or **The Wizard of Oz** because the main characters are girls.

Females as well as males possess courage, physical strength, mechanical skills, and the ability to think logically. Males as well as females can be fearful, weak, mechanically inept, and illogical. Females can be rude, intractable, active, or messy. Males can be polite, cooperative, inactive, or neat. Because such characteristics are shared by males and females in reality, textbooks that classify them as "masculine" or "feminine" are misrepresenting reality.

Both men and women should be shown cooking, cleaning, making household repairs, doing laundry, washing the car, and taking care of children. Both men and women should be shown making decisions; participating in sports; writing poetry; working in factories, stores, and offices; playing musical instruments; practicing medicine or law; serving on boards of directors; and making scientific discoveries.

Children often conform to the standards of their peers because they fear ridicule. If only boys are encouraged to be active and competitive, girls with these inclinations may learn to stifle them. If only girls are encouraged to be considerate and affectionate, boys with these

inclinations may learn to stifle them. Even if the majority of girls do tend to be more sedate than boys, perhaps that is all the more reason to encourage them to be more active—and conversely.

Both men and women have much to gain from the elimination of stereotypes. Textbooks which avoid male and female stereotyping will more accurately represent reality, encourage tolerance for individual differences, and allow more freedom for children to discover and express their needs, interests, and abilities.

RECOMMENDATIONS FOR AVOIDING SEXIST LANGUAGE

The omission of women

Terms and titles which use "man" to represent humanity have the effect of excluding women from participation in various human activities. Conversely, sometimes only male attributes or activities are described as if either both sexes participated in them or they were the only significant features of the entire group. It is usually possible to find more inclusive or accurate ways of expressing the idea.

EXAMPLES:	POSSIBLE ALTERNATIVES:
early man, Neanderthal man; When man invented the wheel . . .; **Man and His World**	early humans, early men and women, Neanderthals, Neanderthal people; When the wheel was invented . . . **Human Ecology, The Human World**
Only the male of the red deer has the characteristic species color.	This species is called the red deer, although only the males are red.
In the twice-born castes in India, the stages of the life cycles include that of student (brahmacharya); married householder (grihastin); and ascetic (vanaprastin).	In the twice-born castes in India, the stages of the life cycle for males include that of student (brahmacharya); married householder (grihastin); and ascetic (vanaprastin).

Occupational terms often ignore the existence of women workers. Use terms that reflect the actual composition of a group.

EXAMPLES:	POSSIBLE ALTERNATIVES:
businessmen, congressmen; mailmen; repairmen; etc. when women are part of these groups.	businessmen and women, business people, those in business, members of Congress, congressmen and women; mail carriers; someone to repair the . . .

Males are often chosen to represent "typical" examples, thereby excluding women from the reader's thoughts. There are many ways to include women in such examples.

EXAMPLES:	POSSIBLE ALTERNATIVES:
the common man, the man on the street; the man who pays a property tax; the typical American . . . he; the motorist . . . he	the common person, ordinary people; the property taxpayer, one who pays a property tax; the typical American . . . (occasionally) she; the motorist . . . he or she.

Wherever possible avoid the use of "he-him" referents. Substitute "he or she," "her or him," or a synonym for the noun. It is often preferable to use a plural sentence, followed by the pronoun "they."

The demeaning of women

Avoid constructions implying that women, because they are women, are always dependent on male initiative.

EXAMPLES:	POSSIBLE ALTERNATIVES:
The ancient Egyptians allowed women considerable control over property.	Women in ancient Egypt had considerable control over property.
A slave could not claim his wife or children as his own because the laws did not recognize slave marriages.	Family relationships were often broken because the laws did not recognize slave marriages.
the farmer and his wife; a homeowner and his family.	a farm couple; homeowners and their children.

Writers often judge women's achievement by standards different from those by which they judge men's. This is necessary in some professional sports where the same standards do not apply. However, in other areas one's sex does not affect one's competence. Therefore, writers should avoid constructions that place women in a special class. Words like "girl," "young woman," "woman," "lady," and "gal" often subtly denigrate women's achievements. They should be used only when their counterparts "boy," "young man," "man," "gentleman," and "guy" would be appropriate in referring to a male.

EXAMPLES:	POSSIBLE ALTERNATIVES:
Arthur Ashe is one of the best tennis players in America today, and Billie Jean King is one of the best women players.	Arthur Ashe and Billie Jean King are among the best tennis players in America today.
	Arthur Ashe is one of the best male tennis players in America today, and Billie Jean King is one of the best female players.

Marie Curie did what few people—men or women—could do.	Pierre and Marie Curie did what few people could do.
Mary Wells Lawrence is a highly successful woman advertising executive.	Mary Wells Lawrence is a highly successful advertising executive.

In some cases, it is necessary to refer to a woman's sex, as in the sentence: "The works of female authors are too often omitted from anthologies." However, if possible the reference should be made with the aid of feminine pronouns, as in the sentence: "The doctor walked into the room and put her bag on a chair next to the patient's bed." Such terms as "woman doctor" or "female executive" are only acceptable where it is impossible or too cumerbersome to indicate the person's sex by the use of pronouns. A patronizing tone toward women must be avoided. References to a woman's appearance and family should be avoided unless it would be appropriate to refer to a man's appearance and family in the same context.

EXAMPLES:	POSSIBLE ALTERNATIVES:
lady professor; girl pilot; the ladies [unless "gentlemen" is also used], the fair sex; the little woman's.	the professor . . . she, female professor; the pilot . . . she, female pilot; women; my wife's.
Galileo was the astronomer who discovered four of the moons of Jupiter; Marie Curie was the beautiful chemist who discovered radium.	Galileo was the astronomer who discovered four of the moons of Jupiter; Pierre and Marie Curie were the chemists who discovered radium.
The candidates were Bryan K. Wilson, president of American Electronics, Inc. and Florence Greenwood, a pert, blonde grandmother of five.	The candidates were Bryan K. Wilson, president of American Electronics, Inc. and Florence Greenwood, president of Consumer Cause, Inc.

Sex-role stereotyping

Editors and authors should be cautious when they assign certain activities or roles to people purely on the basis of sex. Many such assumptions misrepresent reality and ignore the actual contributions of both sexes to the activity or role.

EXAMPLES:	POSSIBLE ALTERNATIVES:
In New England, the typical farm was so small that the owner and his sons could take care of it by themselves.	In New England, the typical farm was so small the family seldom had to hire outside help.
Children had once learned about life by listening to aunts, uncles, grandparents, and the wise men of their town or neighborhood.	Children had once learned about life by listening to aunts, uncles, grandparents, and the folk wisdom of their town or neighborhood.

To a woman, for example, a pressed flower might recall a dance she attended many years ago. A boy might keep a cracked baseball bat because it reminds him of the time he hit a winning home run.

To a parent, for example, an old toy duck might serve as a reminder of a child now married. A student might keep a broken tennis racket in memory of a hard-won championship.

Write a paragraph about what you expect to do when you are old enough to have Mr. or Mrs. before your name.

Write a paragraph about what you would like to do when you grow up.

(Sample spelling exercises)

Al listened **patiently** to the ladies chatter.

Al listened **patiently** while the women talked.

Al listened **patiently** to the politicians debate.

Care must be taken to avoid sexist assumptions and stereotypes in teacher's manuals and other teacher aides.

EXAMPLES:

Hammers and scissors are good eye-hand coordinators. Hitting the nail instead of the thumb is a triumph for the boys. Cutting out paper dolls and their garments is good for the girls.

The boys like action stories, and both boys and girls like animation and comedy. Girls will read stories that boys like, but the boys will not enjoy "girlish" stories.

POSSIBLE ALTERNATIVES:

Hammers and scissors are good eye-hand coordinators. For a child, hitting the nail instead of the thumb or cutting out a recognizable shape is a triumph.

Most children like action, animation, and comedy in stories. Some children, however, will enjoy lighter or more sentimental types of reading materials.

If, after careful consideration, an editor finds it desirable to use selections that contain sexist attitudes, these attitudes should be discussed in accompanying descriptive material or discussion questions. Otherwise the text will convey to the reader the impression that sexism is socially acceptable, rather than a form of prejudice or a lack of sensitivity.

What do you think of the idea of guidelines such as these being issued by all publishers of children's textbooks and literature?

Ms. Piranha: It is very convenient and will relieve us of the necessity of screening children's books for offensive sexism.

Mr. Prakrit: On the contrary, it means that we have to do it. I don't know why we need to spend our already scarce time in looking through all our textbooks. The only thing that matters is whether the information presented in the textbooks is as accurate as possible. It's hard enough to get boys to read books as it is. Besides, we just can't throw out all these books which might be biased.

Ms. Fettucini: Why should it turn boys off if the language of the books they read does not give an unrealistic picture of the world as disproportionately inhabited by males?

Ms. Fandango: Besides, it isn't even realistic to think that all teachers could possibly examine all textbooks for sex bias. Chinese makes no distinction between pronouns such as "he" and "she," but uses the same form, yet Chinese culture is as sexist as any on earth.

Mr. Amorphous: Instructions like these could be strait-jacketing to authors so as to damage the charm and spontaneity of their writing.

Ms. Anabolism: Wait a minute. I do see a value in this whole process. We know as teachers that students have a hard time keeping an interest in some subjects, particularly math. Providing a more interesting mixture of boys and girls in pictures and math problems might make the subject more interesting to them. It will catch their interest in the subject matter and they will do better.

Ms. Carom: Textbooks are not primarily literary productions. Isn't it worth some sacrifice in literary or entertainment value—or even in realism—to get across a well-intentioned didactic message?

Ms. Biosterol: But, I don't think that we teachers should be held responsible for something being done through the publishing companies. We simply use what they give us.

Mr. Pseudonymous: And I resent being told to watch my language, even if the intention is good.

Mr. Iambus: Why did they title this "Improving the Image of Women . . ."? Why does everyone think girls are more injured by biased books than boys?

Ms. Latria: All this is opinion. The real issue is that such guidelines come dangerously close to press censorship.

Ms. Decimal: I think the intention was only to make available non-biased material which has been restricted in the past by custom which had the effect of censorship. No one is blaming teachers for all this, but we do have a responsibility to concern ourselves with the messages being given to our students about their self-worth. Any textbook which is biased sexually or racially is stating that people are not of equal worth and we need to do something to eliminate that.

PROBLEM SITUATIONS

The class has decorated the room for the bicentennial. They have put up a frieze of the signers of the Declaration of Independence, of the Constitution, all the Presidents, some famous Congressional leaders and Supreme Court Justices. During parents' visiting night, Carol's mother points out that there isn't a single woman pictured in the room. You reply:

Ms. Fandango:	I know, but these just happen to be the facts.
Mr. Iambus:	This was the students' own choice.
Ms. Integument:	You're right. Next week, I am going to put up a display of famous women.
Ms. Carom:	I'm glad you noticed that. In our next unit, we will take up people who influenced history without holding official positions.
Mr. Reticule:	I know, and we had a long discussion about how long it would take before we have a woman President. I think the students learned a lot in the process.

The most important thing about choosing a textbook is:

Mr. Prakrit:	That it should be written in a clear, lively and interesting fashion.
Ms. Fandango:	That it should be factually as accurate as possible.
Ms. Lien:	That it should present a balanced, fair and accurate picture of the sexes.
Ms. Decimal:	That, wherever possible, it should stress the contributions of women and minority groups.
Ms. Carom:	That it should not present a demeaning picture of women and minorities.

The language used in a school book, movie or film strip:

Mr. Prakrit:	Should be chosen in such a way as to best get across the subject matter.
Ms. Fandango:	Simply reflects prevailing social patterns; to tailor language to ideological goals is to give an unrealistic picture of the world.
Ms. Carom:	Can carelessly give a distorted picture of the roles of women and minorities.
Mr. Psoroptes:	Can be used to subtly condition and mold social attitudes.
Mr. Reticule:	Will automatically be fair, accurate and careful of the dignity of all persons once social attitudes change in this direction.

The math textbooks have a disproportionate number of boys mentioned in the examples and problems, and they also depict the two sexes engaged in very stereotypic activities. Problems involving girls are about cooking and sewing, those about boys are about building, traveling, sports, etc. What would you do about this?

Ms. Fandango:	Nothing, it has nothing to do with math.
Mr. Prakrit:	I would point out the silliness of such outdated assumptions, and get on with the class.
Mr. Reticule:	I would rewrite a lot of the problems and examples, or make up some new ones.
Ms. Lien:	I would point out the biases and ask the students to help me make up unbiased problems.
Ms. Piranha:	I would tell the children to change the sex of the characters mentioned in the problems I assigned, and discuss the results with them.

Your department has decided to spend about $100 on a sound film strip for the history program. The Encyclopedia Britannica Educational Corporation catalogue lists the following choices in that price range:

MEN WHO MADE HISTORY (Color)

Sound Filmstrip Series I. David: King of the Jews; Gautama Buddha: The Enlightened One; Plato: Father of Philosophy; Alexander: Man and God; Caesar Augustus: Forger of an Empire; Augustine: Christian Philosopher.

Sound Filmstrip Series II. Muhammad: The Last Prophet; Ghengis Khan: Conqueror of the World; Columbus: The Seeker; Galileo: The New Man of Science; Cromwell: The Great Independent; Louis IV: The Sun King.

What makes a man great? Courage? Wisdom? Charisma? Students will find the answers in the stories of twelve key men, whose daring thoughts and actions had significant effects upon world history. Through dramatic, original artwork and narration, two series focus on each individual's extraordinary contributions in politics, religion, philosophy, and science . . . and relate these deeds to general ideological and social forces. Students will share unorthodox insights that reveal the qualities that made these individuals unique in history. The filmstrips raise provocative questions not only about the effects of men upon history, but about the effects of history (and circumstance) upon men. Each filmstrip includes a Teacher's Guide.
Historical Consultant: Marshall Hodgson, Ph.D., Department of History, University of Chicago.
Each series of six filmstrips $83.95

WOMEN: AN AMERICAN HISTORY (Color)

Sound Filmstrip Series. Women of the New World; The Mill Girl and the Lady; The Fight for Equality; A Combination of Work and Hope; Beyond the Vote; The Modern Women's Movement.

Six filmstrips trace 350 years in the history of the American woman from her paradoxical colonial role as a valued helpmate—who was legally a "non-person"—to the many-faceted woman of the 1970's. In between, viewers see how it all came about. Major role changes were shared as industrialization improved life for middle-class women but often exploited the less fortunate factory girl. Later generations of women contributed to the abolitionist movement. Fighting for the rights of others strengthened the determination of a growing number of women to fight for demands of their own. Then they went on to win the right to vote. The last two filmstrips show the emergence of the new woman with her varied roles and life-styles. Throughout the series, outstanding women of history and of today's complex world come dramatically to life. A Teacher's Guide is included.
Collaborator: Anne Firor Scott, Ph.D., Department of History, Duke University.
Series of six sound filmstrips $83.95

THE AMERICAN PRESIDENCY. (Multimedia kit)

How much power should we allow a president? As students work from the materials presented here, they will discover that this and other questions revolving around the

American presidency have had different answers at different times in history. They will find, too, that every president has in some way redefined and reshaped the office. Students are encouraged to judge for themselves where the line is drawn between the uses and abuses of presidential power, and whether or not the office of the presidency should be modified. Components: 3 sound filmstrips, with cassettes—The President as Administrator in Chief, The President as Legislator in Chief, Presidential Styles (all containing 2 lessons—The Constitutional Convention: Defining the Presidency/The President as Party Leader, and Challenging Presidential Power/Judging Presidential Performance; student resource readers (30 copies); 12 spiritmasters; 16 miniprints (4 sets); Teacher's Guide.
Developed in Collaboration with David Brion Davis, Farnum Professor of History, Yale University, and Mark H. Lytle, Ph.D., Bard College.
Complete kit $133.50

How would you make your choice?

Ms. Fandango: Let's pick Series II of the "Men Who Made History." It covers more different kinds of men from both the western and non-western traditions than the other one does.

Ms. Piranha: Let's pick the "Women: An American History"; why get only half a set? Besides, this deals more with ordinary people and how such things as class affect their lives; it teaches students more about life, and also gives a better idea of the study of history than "great lives."

Ms. Biosterol: Let's pick one of the "Men Who Made History" strips. The University of Chicago is better than Duke University, so the quality must be better than the women's one.

Mr. Prakrit: Let's go all out and spend $133.50 on the "Presidency" kit. It has topnotch consultants, you get more for your money, and it deals with a currently interesting and relevant problem. It includes resource readers, so we can trim the textbook budget a little.

Ms. Fettucini: Pick the "Women" strip. It deals with a current interesting and relevant issue, and it wouldn't hurt to have some information about women in history around here.

Ms. Latria: I would pick the "Presidency" kit, since it is neutral with respect to that sex-bias controversy. It doesn't deal with men or women, but with an institution.

Mr. Pseudonymous: I would pick one of the "Men Who Made History" strips; girls will look at anything that boys will look at, but the boys wouldn't be interested in the "Women" thing.

The senior class has decided to put on a play as their extra-curricular activity and you have been appointed their advisor. So that there will be no trouble with possibly R-rated choices, you have urged them to choose a classic. The boys favor "The Taming of the Shrew" by Shakespeare, while the girls want to do "A Doll's House" by Ibsen. They have been fighting over it for some time, and it is beginning to turn into the battle of the sexes. They ask you to arbitrate.

What do you do?

Mr. Amorphous:	Choose the Shakespeare because of the language, the liveliness and color, and the opportunities for more of the class to have parts.
Ms. Piranha:	Choose the Ibsen, because it is easier to understand, to stage and produce.
Ms. Carom:	Point out to the boys the unjust and outdated stereotyping of women in Shakespeare.
Mr. Pseudonymous:	Point out to the girls the unjust and outdated stereotyping of men in Ibsen.
Ms. Decimal:	Point out to the girls the unjust and outdated stereotyping of women in Ibsen.
Mr. Psoroptes:	Have a class discussion of **machismo** and the possibilities of presenting the Shakespeare so that it could be seen from Katherine's point of view.
Mr. Reticule:	Have a class discussion of romanticism, and the ways in which the Ibsen can be presented as social criticism.
Ms. Fandango:	I am not an English or drama teacher and have no preferences; you'll just have to decide among yourselves.

You want to assign a modern novel dealing with the problems of women trying to establish independent identities in the modern world. After eliminating such vulgar trash as **Fear of Flying**, you are hesitating between **The Memoirs of an Ex-Prom Queen** by Alix Cates Shulman, **The Bell Jar**, by Sylvia Plath, and **The Golden Notebook**, by Doris Lessing. All are by women and seem partly autobiographical. The first is by an active feminist, and deals explicitly with issues that have been raised by the women's movement; in fact it is the first such novel to be published recently. But it is badly written, and not of the same quality as literature as the other two. The second deals with a mental breakdown in a bright, ambitious college student; the author killed herself shortly after its publication, and was not really a feminist at all. The third also deals with mental and emotional illness, this time in a woman writer; here the message is quite explicit that a woman needs a man to function adequately.

Which would you choose?

Mr. Pseudonymous: I would choose the first, because the other two are likely to be depressing and discouraging, especially to girls.

Mr. Amorphous: I would make my decision on literary quality.

Ms. Carom: I would choose **The Bell Jar**, since the heroine is nearer an age my students can identify with.

Mr. Reticule: I would choose the Shulman book, and use the opportunity to talk about the affect an author's political beliefs can have on his or her writing.

Mr. Dugong: I would choose the Lessing book, because it gives the most profound view of life, and deals with politics, work, sex, all of the facets of the life of real people.

The school has decided to buy some hand-held calculators for the students to use in classes. A brochure from an office equipment supply firm which seems to offer good values has the following descriptions:

Rockwell 24MS II—A clutch purse calculator for the woman $33.90

Rockwell 24MS—A clutch purse calculator with a large blue display for the woman $33.90

Rockwell 24K A—A thin, lightweight wallet calculator for the man $23.70

Rockwell 24K II—A handsome billfold calculator for the man $33.90

Rockwell 22MS—A thin, lightweight wallet calculator for the woman $23.70

How do you react?

Ms. Fettucini: I didn't realize push buttons were sex-typed.

Ms. Piranha: Does it build sales to label K and MS two things which seem identical?

Mr. Psoroptes: I wonder what the difference could be and whether the students would notice it?

Mr. Pseudonymous: Let's get the ones marked K. The girls will be willing to use them but the boys may not like a "woman's calculator."

Ms. Integument: Let's get the ones marked MS; the students should know that a company thinks it can make money marketing a "woman's calculator."

Mr. Reticule: Let's get a mixture of the two, and ask the students why they think they are differently marked.

Ms. Piranha: I'm glad someone has realized that women have a use for these things, too.

SUGGESTED ACTIVITIES

In this chapter we have been examining the heart of the educational program: curriculum. The purpose of these suggested activities is 1) to apply criteria to discover if sex bias exists in curricular materials; 2) to consider methods of supplementing already existing materials; and 3) to develop strategies for changing sex biased language and materials.

ACTIVITY 1

Either on your own or, preferably, with your class if your students are old enough, using the reading for this chapter, Chapter 2, Appendix A, and any other discussion of sexism in children's books available to you, write down a list of points to check for when examining curricular materials for sex bias. Add to it any other points that occur to you and your class as you go along. For example, in addition to space given over to counting the number of times males and females are given leading or important roles in the stories or pictures, and the relative proportions of the types of activities they are engaged in, you and your class may want to check to see whether a variety of types of physical, social, and psychological characteristics are represented both in the texts and illustrations.

With respect to physical characteristics, you may look for such features as shortness, tallness, thinness, fatness, plainness, freckles and glasses being distributed between the sexes. Looking at social characteristics, you may wish to note the ethnic mix, the variety of types of family structures, income levels and occupations represented. As for psychological characteristics, look for anger, fear, affection, perplexity, triumph, thoughtlessness, etc. etc., and the number of times these are attributed to each sex. This checklist may be used in a variety of ways to evaluate, discuss, and examine books and other curricular materials, such as movies and filmstrips. Some of these include:

1. As a way of deciding among several possible choices to order for the library.
2. As a way of classifying material already in the library for the purpose of recommending reading materials to students.

3. As a basis for book talks or discussions of library holdings for students and faculty.
4. To give to students so that they may analyze books and texts for themselves.

Thinking About Change

STUDENT DISCUSSION

You and your class may wish to discuss whether you think fictional characters should reflect real life or some kind of fantasy life, and which kinds. Talk about the language being used, and to whom it refers. When you have developed your checklist, try to apply it to some curricular materials around the classroom. Add to it or change it if you think of improvements.

FOLLOW-UP

As a follow-up activity, select some particularly unfair or inequitable example from a textbook or library book. Discuss ways in which the passage or problem could be rewritten to eliminate bias. You might even assign students the task of rewriting the biased passage or problem.

WORKSHOP DISCUSSION

What are the effects of biased curricular materials on the attitudes of your students? What are the implications of using such materials? How could you supplement the materials you do use? What help do you get from your school librarian? Is she/he aware of sex bias in school materials? In what way can your librarian be of help in supplementing biased materials? How are textbooks chosen for school use? Do you have any role in influencing change in the purchase of texts? Do you have a role in selecting supplemental materials available in your library? If you assigned research projects to your students on women, would they be able to use your library?

ACTIVITY 2

Have the girls in your class do a collage illustrating the stories, books, novels, plays or poems they like best. Have the boys do a similar collage. When they are finished, discuss the two collages with your class.

Thinking About Change

STUDENT DISCUSSION

How much overlap is there in subject matter, genre, etc? What differences do students find? Why do they think these differences occured?

WORKSHOP DISCUSSION

Summarize the differences between the collages. Did sex-role stereotyping play a part in shaping the likes and dislikes of the girls and boys in your class? Discuss why the class felt there were differences.

ACTIVITY 3

Hold a debate on the subject of whether and to what extent language should differentiate between females and males. Discuss such titles (Miss, Mrs., Mr., Dr., Chairman, Congressman), salutations on letters (Dear Sir, Madame, etc.), the use of "man" to mean humanity in general, the custom of referring to women by their first names in situations where men would be referred to by the last name, new uses such as Ms., chairperson, etc.

Thinking About Change

STUDENT DISCUSSION

Is the use of such terms as "man," "mankind," "chairman," etc. exclusionary? Is it of any real importance? Why do students think language evolved this way? Should we make changes? Why or why not?

FOLLOW-UP ACTIVITY

Have your students check newspapers, news magazines, and television news coverage. Do they find the media using "Mr." when referring to men and using the first name of a woman in similar situations? Are women described in terms of their family or their physical attributes? (For example: "Mrs. A., an attractive blond . . ." or "Mrs. B., mother of five . . ." or "Mrs. C., wife of prominent attorney Horatio C.") In comparison, are men described in terms of their own accomplishments? (For example: "Mr. A., a longtime political activist . . ." or "Dr. B., well-known podiatrist and member of the volunteer fire department . . ." or "Congressman C., who last year was convicted on three counts of bribery . . . " Have students write a letter to the newspaper, magazine, etc., reporting their results and suggesting change or sending congratulations, as appropriate.

WORKSHOP DISCUSSION

Summarize the results of the student survey of the media. Did students find examples of different treatments of women and men? Was the language used sexist? Discuss with your group the extent to which language should differentiate between females and males.

ACTIVITY 4

Either on your own or with the help of your students, make up an American history or local history test with little known facts about women and about sex discrimination. For help, you and your students may want to refer to some of the resources listed in Appendix F. The following examples taken from Hawaiian history should give you an idea of what kinds of questions you might include:

1. Queen Liliuokalani was reluctant to sign her abdication because:
   a. she knew she would lose title to a lot of land.
   b. the throne had been in the family for many years.
   c. the American government forced her to assume her husband's last name in signing the document.
2. After the battle of Nuuanu Valley, King Kamehameha I and his warriors found:
   a. plenty of water to quench their thirst.
   b. the corpses of many women who had donned the feather cloaks and helmets of the chiefs and fought on to the death.
   c. many feather helmets and cloaks to take as plunder.
3. The early union organizing of retail clerks at Kress Department Store on Oahu was mostly the work of:
   a. a Jewish labor organizer from New York.
   b. the owner of the store who wanted to pay the employees better wages anyway.
   c. Rachel Saiki.

For those of you who are curious, the answers to the sample questions are as follows: 1. c; 2. b; 3. c.

If you have students make up the test, you may wish to assign each student one area of research and ask each to come up with one test question. After the test questions are compiled, give each student a copy of the test and then have each student correct their own test.

Thinking About Change

STUDENT DISCUSSION

After the tests are corrected ask students how they did. What did they think was the purpose of the activity? Do they believe women have been excluded from our history books? If so, what are some possible reasons for the exclusion? How important is it that women have been excluded? In what way can students gain a better knowledge of the contributions of women in history? Can they think of any other subject areas where women are unrepresented or misrepresented?

WORKSHOP DISCUSSION

Do you or your students feel you lack information in this area? If so, how could you better equip your students (or yourself) to have a more realistic or informed view of women in history. Is the absence of women the fault of books, researchers or teachers? In what ways could you supplement materials that you do have? How important is it to you that this subject be covered? Do you think it could have any effect on your students one way or another?

SPECIAL ACTIVITIES

Are there ways in which educators outside the classroom can help replace sex-biased curricular materials? If they cannot all be replaced by non-sexist materials, are there ways educators outside the classroom can help supplement them or overcome the effects of bias?

ACTIVITY 1

Outline a speech to give to teachers on "The Importance of Non-Sexist Materials" or devise a plan for distributing non-sexist materials to the teachers in your school.

ACTIVITY 2

Analyze the content of guidance counseling instructional materials, including books, films, pamphlets, etc. Are they sex biased? Make some recommendations for change and list procedures you would follow to overcome any bias you find.

APPENDICES

APPENDIX A: APPROACHES TO NON-SEXIST LITERATURE AND FILMS

Literature for Young Readers

INTRODUCTION

As a part of the effort to overcome sex bias in education, increased attention has been paid in recent years to the task of locating and amassing a body of literature for young readers which explores human experience beyond the confines of sex stereotypes. Most teachers will agree that the importance of literature in education goes beyond its value in developing reading skills. In reading literature, we are exposed to a view of human beings, their cares and concerns, successes and failures, thoughts, feelings and experiences, which is vastly broader than that provided by our direct personal experience. Here we find visions of what life could be, insights into what life is for us, and increased understanding of how others view the world. Literature, then, can be of very great value in encouraging the development of a perspective which does not take sex bias for granted as a natural and immutable given of life, but rather looks past stereotypes to the full potential of all human beings.

In the last few years several annotated bibliographies of "non-sexist" books for young readers have been compiled, and many new books, especially storybooks for children, have been written with the expressed intention of providing alternatives to the more common sex-stereotyped books. In both cases, however, standards of what is and is not sexist vary widely. Many types of books are generally recognized as sexist: those in which adult women are exclusively housewives and mothers while only men go out to work; those in which females find satisfaction and completion only in romance while males adventure into outer space; those which depict girls as universally fearful, dependent, passive, sweet and incompetent while boys are active, courageous, adventurous and bright. It is, however, more difficult to determine the necessary qualities of a "non-sexist" book. What is non-sexist literature? How high a standard do we wish to apply? What kind of literature is most valuable in assisting us to replace sex bias with a more open, equitable, and positive approach to life? A review of a few books representative of those presented by various sources as non-sexist may help us to consider these questions.

TYPES OF NON-SEXIST LITERATURE

One of the means most commonly used in choosing non-sexist books is to look for characters whose occupations, activities and personalities depart from the stereotype of their sex. The presence of such characters, however, does not necessarily assure an absence of sex bias. **A Wrinkle in Time** by Madeline L'Engle (Farrar, 1962), a Newbury Medal winner cited favorably in **Little Miss Muffet Fights Back,** one of the better known annotated bibliographies of "non-sexist" literature for young people, is a book in which the non-stereotypic features are largely outweighed by an underlying sex bias. In this tale of outer space adventure, Meg space hops through the fifth dimension to rescue her father, who is imprisoned on another planet by an evil brain which threatens to engulf the universe in a dark cloud of totalitarianism. Meg is unkempt, assertive, straightforward, hot tempered and excels in math—besides being kind and sympathetic. She is one of the few females who appear as main characters in the science fiction genre. Her mother is a brilliant scientist. What is more, the male characters sometimes display attributes traditionally ascribed to females. However, for much of the story the male characters initiate the action, and Meg is protrayed as continuously grasping her boyfriend's hand for protection. The "it's all right to not be pretty" theme is considerably weakened when Meg wins the love of the school basketball hero who removes her glasses, discovers that she's actually beautiful, and asks her to keep wearing them so no one else will find out. The scientist mother must conduct her experiments in a back room, simultaneously cooking stew over a bunsen burner, while the scientist father is out on an important government assignment. Meg finally strikes out on her own as a last resort and only when all the males are disqualified for the venture. She is motivated, not to save the world, but to rescue her little brother, whose mind was captured in the attempt to free the father. She frees him from the grip of the brain not through wit or strength but through love, something the brain does not understand, and in the end it is left unclear whether or not the brain is destroyed and humanity saved.

Many of the new storybooks for children attempt to break with stereotypes by reversing the sex roles of the main characters. The roles and attributes traditionally assigned to men and women remain unaltered and mutually exclusive; they are simply reassigned to the opposite sex. In **Carlotta and the Scientist** by Patricia Riley Lenthall (Lollipop Power, Inc., 1973), Carlotta, the penguin, ventures off from her flock, in which the males tend the babies and females forage for food, to visit an arctic exploration team. While Carlotta rescues an injured scientist (female) and inspects the fascinating experimental station, Daddy Penguin is left anxiously at home with a baby standing on his toes, waiting for Carlotta to return with dinner. Carlotta returns belatedly, carrying a gift of fish from the scientist beneath her flipper. While Carlotta questions the assumption that females must play the "female" role, the role is no less constraining when given to males, and neither sex is permitted to develop beyond the boundaries of the reversed stereotype. While such a story falls far short of a true non-sexist model, it is interesting to note that sex-role reversal for males may often strikingly

show the limitations of a role which looks perfectly "natural" when performed by a woman.

In **Martin's Father** by Margrit Eicher (Lollipop Power, Inc., 1973), Martin's dad, the "best father in the world," makes his son breakfast and lunch, gives him a bath, and plays alone with him in a variety of ways. The clear message—that it is acceptable and even laudable for men to spend time with their children and take on household tasks that are traditionally considered appropriate only for women—is a good one. Yet, again we might ask whether it is simply the assignment of the role or the roles themselves which are at issue in overcoming sex discrimination. Is the best father in the world, or the best mother, necessarily one whose time and energy are exclusively devoted to childrearing and housework? Must these activities take place in isolation from other people and other social commitments? One further unfortunate side effect of role reversal for males is that given the narrowness of the stereotypic female role, stories like **Martin's Father** tend to be rather dull.

Role reversal is often more effective in a positive sense when the main characters are children rather than adults, in part because they are presented in temporary situations rather than fixed, fully developed lifestyles. **Christina Katrina and the Box** by Patricia Lee Gauch (Coward, 1971) is a delightful story of the many creations, from a clubhouse to a racing car, the active, resourceful and imaginative Christina can make with a packing box. Her male playmate is enthusiastically incompetent and no match for Christina, who is consistently shown as the innovator and dominant personality of the story. At one point in the story the boy tires of being vice president in the clubhouse and sits atop the box in protest . . . until it collapses beneath him. The overall image of boys as competent and dominant, however, is strong enough in literature that this particular boy's troubles appear to be those of an individual rather than an inevitable result of his sex, and he shows a determination in overcoming them that is seldom accorded to girls in similar situations.

Another type of story which shows women in an expanded role is the novel in which men are removed from the action and the female character must fend for herself. Margaret Balderson's **When Jays Fly to Barbmo** (World, 1969) is a beautifully written, rich and complex story of the life of Ingeborge, a young Norwegian girl, during the German occupation of World War II. After her family members are dead or imprisoned, Ingeborge is offered shelter in the village, yet chooses to remain alone on her partially destroyed farm through a fierce six-month winter night. Finally forced from her home by the German army, destroying farmsteads in its retreat, she burns her house to the ground herself, ferries refugees from the island to mainland Norway, then embarks on a perilous journey through the snowbound mountains to find the nomad camp of her mother's Lapp relatives. In many books based upon such exceptional circumstances, the authors have their characters revert to stereotypic behavior when the crisis comes to an end. After the war, Ingeborge returns to rebuild her farm and plans to marry a young man who before the war had worked with her father. Yet even this traditional ending is set within the context of Ingeborge's

decision to leave the Lapps and rebuild the farm, rather than being the typical denouement of the "happy ending" motivated by romance.

The Whys and Wherefores of Littabelle Lee by Vera and Bill Cleaver (Atheneum, 1971) is a harsh, beautiful and sometimes bitter story of a young woman of the Ozarks left with sole responsibility of her aging grandparents in a world of hunger, ignorance, illness and poverty. For a time, she follows in the footsteps of her aunt, a country herb doctor. She delivers a baby, diagnoses illnesses, concocts herbal remedies, and performs emergency operations with the most rudimentary equipment. She travels long distances by mule and must often draw upon her great strength to accomplish her tasks. She takes on the job of school teacher although her own education is poor. Her awareness of the value of education grows and she works to increase her own education as well as to find creative teaching methods for her rural students.

Besides depicting female characters who are active, resourceful, capable, strong and determined, these two books are valuable for the sensitive, realistic and thoughtful manner in which the authors examine sex stereotypes and roles for women through the eyes of their heroines. Before and after the war disrupts her life, Ingeborge lives in a culture with clearly defined sex roles which she is aware of and often finds chafing. She expresses her dislike for the ever present housework of the farm and the exceedingly high standards of cleanliness of her aunt. She watches her father working far into the night to complete the boat which is their only means of escape from the Germans and is distressed that he will not allow her to do "men's work." Stereotypes are often countered in the story when a character airs them in a situation where they have already been refuted by the action. For example, Ingeborge sights a German warship offshore and tells her father, after which a male friend of the family accuses her of upsetting him with typically girlish "romantic imaginings."

Littabelle lives in a world in which reliance upon men for support is a bitter illusion and family responsibilities fall heavily upon the women. There is little room or justification for the niceties of sex stereotyping in her struggle to escape from desperate poverty, and Littabelle is often angered when she confronts such stereotyping. When a male acquaintance complains that she is too "gutty" and men don't like to look at "gutty" women, she tells him he may look the other way whenever he pleases. When she initially rejects a job as school teacher she is asked if she believes that women shouldn't work. She replies that they should and what is more they do, far beyond what men are willing to do although women gain no recognition or return for it. In the course of the novel, Littabelle learns from the experience of her aunt who sacrificed her personal goals and desires to support her parents and only late in life questioned the assumption that this was her duty. Rather than leading a life of hopeless martyrdom for which women are traditionally commended, Littabelle takes her city relatives to court, representing herself as counsel, sues them for aid in supporting the grandparents, and applies for training to become a licensed teacher.

In the end, both Littabelle and Ingeborge adopt courses which are traditional ones for women. However, the attitudes with which they arrive at their goals is

highly unstereotypic. In both cases, they show an unusual awareness of personal responsibility for their own lives. They also seriously consider many options and the implications of achieving their goals for their own lives.

The depiction of females in stereotypic roles, and the assumption by authors and characters that these roles are unavoidable and that no others are valuable are only some of the aspects of sex bias in literature. The narrowness of the female role which has resulted in so few books in which girls or women are main characters is complemented by an assumption that the things women do within their traditional role are either boring or unimportant. This assumption is absent in **The Spider, the Cave, and the Pottery Bowl** by Eleanor Clymer (Atheneum, 1971). Here, Kate, a young American Indian girl, visits her grandmother, an excellent potter, on the desert reservation. The story itself is an exciting one, as Kate saves herself from a flood, rescues her younger brother, and finds a new source of clay in the mountains for her grandmother. Integrated into the main action of the story is also an account of the work and art of women in the Indian village, which provides the reader with a frequently ignored view of women's lives and social contributions. Stories such as this are of value for their attention to the forgotten aspects of women's lives, although such stories may take sex roles for granted, as does **The Spider**, or may even glorify sex roles and a strict sexual division of labor.

CONCLUSION

From a survey of recommended literature, it would appear that the standard for non-sexist books frequently emphasizes the importance of characters who break from stereotypes in what they do; e.g., female doctors or carpenters, male baby sitters, girls who take risks and create, boys who are concerned with emotions and relationships with people, etc. It is at least as important, however, to look at what these characters think and how they feel. Often books which are non-sexist in manifested behaviors are very stereotypical in the motivation which underlies behavior. We should also look at the alternatives which are being presented in the break from stereotypes. Does it allow for full expression and free range of endeavor for both sexes, or does it simply reassign or redefine new roles which are still limited?

Another point to consider is the attitude of the author toward sex stereotypes when they appear in a story. Stories in which the characters live outside of a world which is sex biased, or succeed in overcoming it to live in ways frequently unconsidered, may be excellent. These will necessarily be only a fraction of available literature, however. Literature reflecting life as it is will necessarily contain sex stereotypes. Rather than insisting that a book depart entirely in content from these stereotypes, we should look also for those books which manifest a sensitive and questioning awareness of sex bias as it arises in the context of the book, and stories which display the lives of men and women in their full dimensions.

The development of non-sexist literature will proceed slowly. If, as many of us believe, literature is closely linked to the culture from which it arises, we cannot

expect that our literature will be truly non-sexist until we are. The search for a life beyond stereotypes in literature is a part of our own attempts to reach beyond these stereotypes, with similar false starts and fine dreams as well as workable and human alternatives. If we reject such books as sexist we will lose both their positive contributions and the opportunity to learn from their negative features.

At the same time, if we are to get the most value from our literature, we should attempt to assess it honestly and carefully, seeing clearly where a book is helpful and where it falls short for us, avoiding the temptation to latch on to a new idea as the ideal solution.

Finally we should keep in mind that literature only gives us what we, and our students, bring to it. By sharing our awareness of, thoughts on, and feelings about sex-stereotyping in literature with our students rather than simply using them ourselves in selecting suggested readings, we may assist students in increasing their comprehension of all the books they read and also their understanding of sex bias in their own lives.

A Look at Films

INTRODUCTION

In examining films, we find that exclusion of one sex or another, or their limited stereotypical role portrayal holds subtle and sometimes not so subtle messages for the viewer. This presents particular problems in selecting non-sexist films. Sexism in films depends to a certain extent on the subject matter it covers.

There are no selected bibliographies for non-sexist films corresponding to those for literature, and it is difficult to ascertain the level of sexism in a film by reading the description in film catalogs. Such catalogs are usually written by subject specialists who may or may not be aware of sex bias. In choosing a film, therefore, it is fairly safe to suppose that it may harbor some sex-role stereotyping. Recently, some filmmakers have consciously attempted to portray women attentively and sympathetically, and produced films on "women" as an issue or topic in relation to a subject, (for example, in health, **Taking Our Bodies Back: The Women's Health Movement** (1974).) However, it is difficult to find single films in which both males and females are shown in non-stereotypical ways, or films in which the parts played by women are integrated within a general coverage of the subject matter. With this in mind there are several approaches a teacher might use in her or his selection of films.

APPROACH 1: Using Available Films

Each school has in its possession, or has access to, quite a number of films. It wouldn't be realistic to try to eliminate all "sexist" films, nor would it be desirable to do so. One possible approach, then, is to include the subject of sex roles in the discussion of the subject content of the film. For example, in discussing the hypothetical film, **19th-Century Authors**, which unobtrusively excluded female

authors, a teacher might discuss with students which authors have been left out and why. The very lack of representation sets up an ideal opportunity for a class or individual project, or a study that a teacher or students can pursue further. The idea is to be creative and adopt a positive approach. Films are tools which help clarify the subject; therefore, a lot of the responsibility of what messages are conveyed to students depends on the teaching method used.

APPROACH 2: Using Films About Woman in Various Subject Areas

A few films can be found that focus on women in particular fields, for example, **Women in Management** (1975), or biographies of women such as **Billie Jean King** (1975). When they exist, these are simple to find in film catalogs and can be a very valuable supplement to the curriculum, especially in those areas in which women have traditionally been missing: non-traditional careers, science, math, history, sports, etc. These, too, can be easily integrated into an examination of sex-roles portraying positive female role models, and other subject content. One such biographical film, **Grandma Moses** (1950), describes her life as a farmer, wife and artist at the turn of the century in New England. It analyzes the themes and style with which she depicts the scenery, life and people she has known. The characterization of Grandma Moses is well presented. However, there are comparisons drawn between her and other women of that time. A general impression is conveyed that most women had "other" responsibilities such as gossiping, raising children and providing for the menfolk, and, therefore, did not have the time or the ability to focus their energies elsewhere. As a result, Grandma Moses is seen as a unique recognized talent, but at the cost of demeaning other women. Because they are about women, these films are not necessarily free of sexism. In examining this film with students, such points as these can be discussed along with the analysis of the art and character of Grandma Moses.

Under the rubric of careers, a number of films focus on women. **Other Women, Other Work** (1973) presents a variety of women in non-traditional roles, including such occupations as pilot, truck driver, news reporter, and veterinarian. The women speak candidly of how they view their jobs, the attitude of others toward their work, and the satisfaction and limitations they preceive in their roles. The result is interesting and provides positive role models. Another film dealing with careers is the **Women's Prejudice Film** (1974). This film deals with common myths that surround working women. Various people are interviewed on particular issues, such as: Is there greater absenteeism among women? Are they as responsible as men on the job? Are their reasons for working different from those of their male counterparts? The film raises good questions and presents differing views at the same time that it equips the viewer with relevant facts and data concerning these myths. One drawback is the message that women should work in order to be more stimulating mates, and that husbands, simply because they do work, are therefore stimulating and intriguing. Questions such as these provide good keys for discussion. As a byproduct of this film, a class might also look at the way the people involved formulate arguments, and what information they base them on.

APPROACH 3: Using Films About Sex Roles, Bias, or Stereotyping

Most of the films discussed here are for students in the secondary grades. Teachers at the elementary level will probably have to use whatever films are available to them and examine with their students the image of males and females portrayed in film. An exception, **Boys and Girls: Alike and Different** (1969) does attempt to describe roles and point out individual variations in terms intelligible to the elementary student. However, the activities depicted are stereotypical. For example, in explaining that both boys and girls enjoy physical play, the girls are shown jumping rope while the boys are shown in a variety of different sports. In discussing imaginative play, a girl pretends to be a mother while a boy aspires to become an astronaut. This film could be used as an introduction to describing stereotypical roles, but it is not recommended for use without a discussion of its inherent biases. The main purpose of many films of this category is to obtain a clearer understanding of terms like sex-role stereotyping, bias, or sexism. This is a subject in itself that can not only be interesting, but also important as an area to be examined by teacher and students. The films available need to be evaluated for content and suitability for a specific age group. The film **Sex-Role Development** (1974) attempts to examine male and female roles to explain how stereotypes are developed and to bring out the factors that influence children. It also discusses the inflexibility of stereotypical roles, and presents methods to avoid transmitting them. The film presents good reasons for overcoming the stereotypes, but the characters and situations seem idealized. For example, in a segment where two parents are presented raising their son in a non-stereotypical manner, both parents seem to expend large amounts of time and energy in the effort. That is, neither parent appeared to have a job. The general impression given is that without this concentrated attention, children cannot be raised in a non-sexist manner. Later a preschool is depicted where a group of teachers, both male and female, engage children in a wide variety of non-sexist activities. The teachers are well-trained and teach in an informal, casual atmosphere with ample facilities and equipment. The same implication is present: that one needs to have elaborate and expensive facilities and a lavish teacher/student ratio in order to introduce non-sexist teaching methods. Apart from these reservations, the techniques presented may be adapted and applied in various educational settings. Another film in this category is called **Masculine or Feminine: Your Role in Society** (1971). Although somewhat dated, the messages and information are valid. The film deals with the historical development of roles, and questions the applicability of traditional roles today. It includes discussion of the effects of stereotypical roles on individual development. This is not a great film, but it is short and contains some good points for discussion.

Breaking Out of the Doll House (1975) is a film which examines sex roles through the enactment of portions of Ibsen's play, **A Doll's House**. Through the main character, Nora, one views the frustrations and limitations of female roles in the 19th century. This is a good example of the examination of sex roles within the context of other subject areas, in this case, drama and literature.

APPROACH 4: Using Films About the Women's Movement, Feminism, and Women's Liberation

With the myths and misconceptions existing today concerning women, these films can create a better understanding of both the current and also the historical development of issues women face. In focusing on women's issues, however, there is a tendency to omit important aspects of the general background of the events depicted. The overall historical picture is vague, and as a result, the needs and concerns of women seem petty and contrived. These films do have value in that this subject has often been excluded from any account of history; however, screenings should be supplemented with a more general historical perspective rather than presented as isolated events concerning only women. The film, **We Are Women** (1975) narrated by Helen Reddy, presents carefully researched vignettes having to do with a variety of problems (career choices and opportunities, lifestyles, attitudes, etc.) These dramatizations provide realistic positive answers and are very well documented. The development of traditional roles is traced and their relevance to women today is questioned. This film is excellent, very informative and well presented. Another film, **And Everything Nice** (1974), explains the purpose of consciousness raising, the attraction it holds for some women, and the subsequent effects on them. A process is initiated in which the women come to accept and identify with the ideals of the women's movement, which the viewer is thereby helped to understand.

In summary, the films presented here are in no way an exhaustive list of sex-role relevant films. Many are sexist. They are included as examples of ways to analyze and evaluate films from this point of view. The teacher's input and the discussions that follow are probably of greater importance than the particular contents. Sexism and sex-role stereotyping exist in a great number of films, and will continue to exist. Therefore, careful consideration should also be given to selecting and requisitioning new films. In a positive sense, this can generate student interest and concern and promote creative class or individual projects.

APPENDIX B: SOME EXAMPLES OF CLASSROOM ACTIVITIES

This appendix contains examples of some of the classroom activities that have been suggested in the Manual. You may wish to 1) examine one or more of the activities with your students for discussion purposes, 2) use the ideas or approaches as an aid in designing activities for your own classroom and 3) use this appendix as an additional resource in generating discussion for your workshops.

All activities in this appendix are the products of teachers and students in the Honolulu School District, Oahu, Hawaii. Each example includes information regarding the workshop session to which it corresponds, the grade level of the students, and a list of questions and specific directions given to the students by their teachers.

EXAMPLE 1

Corresponding Session: Chapter 2: Sex-Role Differences

Suggested Activity 1

Grade Level: Ninth

This example shows how a teacher incorporated the questions from Activity 1 into a written exercise for the students. The class was asked the following:

1. If you had a choice, which sex would you rather be? Why?
2. Draw pictures which symbolize the words "female" and "male."
3. Give one word which describes "female." Give one word which describes "male."

It is striking that the ninth grade students polled in this activity were expressing a great deal of hostility toward members of the opposite sex. The activity, itself, did not create these expressions of resentment, but provided a vehicle by which such feelings were revealed. The value of such a classroom activity is that it clarifies the problem for the teacher confronting the issue of sexism in education, as well as clarifying the very nature of the issue being talked about. These students have clearly expressed in written essays and picture form the essence of female and male roles they, themselves, contend with each day, and, which they feel they will face in the future.

If I could choose any sex I think that I would choose a male. I don't know, I always thought of boys as being active, more active then girls. Girls always have to (or are expected to) look neat and pretty. Stay home and do the wash or the dishes. No one cares if a guy gets all dirty and grimy. He never (or hardly ever) has to do the stupid dishes.

Parents hardly ever worry about guys going out. They can go almost anywhere, anytime. But girls have to check certain places are off limits.

Sure, women now are getting more rights and everything. Women can run for President. But who does? Everyone knows that males don't trust women with the big responsibility. Men do most of the deciding and all the big decisions.

b.

Females up and rising!

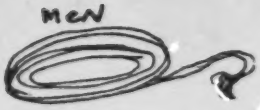
Picky-Picky

Males: Running down anything in sight (including Women's Lib!)

Huffy

1a) Male; because if it's right or not, it's still a man's world. Man is and possibly will remain predominant over women.

b) MEN



WOMEN

c) MEN
PREDOMINANT

WOMEN
DEFENSELESS

1a Male, Because as a ~~female~~ male you never grow through labor pains. Also as a male you don't have periods. As a male you may become a pope. As a male you don't have to ~~~~ worry about menopause. As a man you may become a ~~male~~ playboy bunny girl without shocking everyone.

b. M

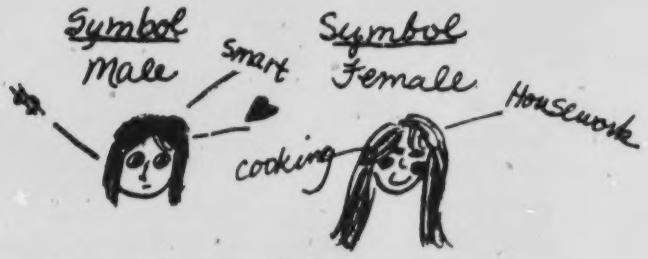
F

← Airport

c. adventurer Home

Written Exersizes

If I could be any sex that I wanted to be, I would still be a girl. Well yeah, I guess guys have their advantages, but to me, girls have more fun and theres a better selection of things to do. Look at all the murders and rapes. You hardly see any girls doing that. another disadvantage is that, who said all men are created equal? Compared to women they sure arent. They think girls belong in the house while they come home from drinking all night with the guys. they think they know it all.



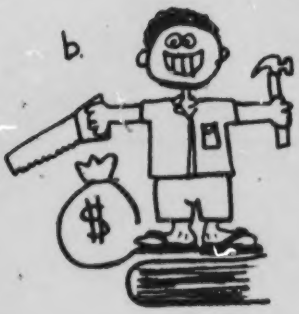
one word for
female - lovely.

one word for
Male - male Chauvinist

Written Exercise

a. I would rather be a man. Men get all the breaks in our society. They have more job opportunities, more pay for their work, and the world in general is geared to put men first.

b.



c. male → power
female → tilt

(1a) If I could be any race I would want, I would still pick girl. I enjoy being a girl. Sure, I don't want to sit at home in front of a hot stove or vacum cleaner. In fact, I want to be a lawyer. But still, I like being able to put on make-up, fix my hair, wear two kinds of clothes, (Boys can only wear one, pants) wearing perfume. etc. I enjoy the looks that I get from guys, I enjoy being asked out, and paid for, and having those "little extra things done. I also want to be able to have children, maybe thats the main reason. But still that doesn't stop me from hiking, camping, swimming, running playing baseball, softball & footbal. It doesn't stop me from going out and trying to get what I want in life whether its male oriented or female oriented. I guess in a/way I'm liberated but not as much as some of these "bra burners"

& Really, sometimes the way I see it, the male has less opportunitys than we do. If a male wants to be a housekeeper, model, secratary, nurse, etc. Most people lable him as a fag. But if a lady wan't to be a construction worker, doctor, lawyer, garbage man, business executive, does anyoone lable her as a lesbian, no, they say "good, Go get 'um!"

Can a man wear make-up without being labled? No, but I woman can do either, can a man wear ~~pants~~ & dress without ~~it~~ being labled? No, but a woman can wear both. See what I mean?

(1b) male < female

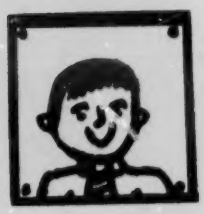
less than

= ~~equal~~

Because of what I said before

(1c) male less

female equal

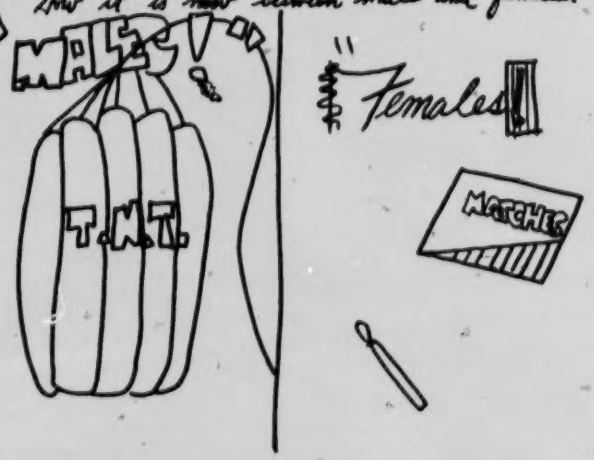


A. For me, I would rather be a male. Not because I think they're strongh or smarter, which I don't. Everyone is equal. I rather be a male because I think it's more convenient I mean, it's true females have a lot more problems physically. All different stage of life is such a hassle for females. For males, it's not so bad. Females are certainly not the weaker sex. Infact, I think females are smarter that males. Females can do anything they want, as long as they like what they are doing and not just to prove a point to the males of who's better. Everyone should work togecha no matter what they do. When it comes to more heavyier jobs, males usally take advantage of it. Females are now starting to take advantage of it too. Just to keep a steady score with the males.

Things were ok with males and females untill females started looking into the fact the males were standing out more than females. That is a big mistake the male made which I, as a male, apologize.

Now it is now between males and females.

B



C. A good word for males is power and strength.

A good word for females is comfort and Competition Compassion

These words I picked are words that stand out now a days, not my opinion. My opinion would be very different

I would rather be a boy, because girls can get so sassy and bossy at times. They take offense at little things and can be so spiteful and mean. Boys' relations with others seem to be easy and invite all. They don't seem to have little groups and classes dividing them up.

Parents also are easier on boys. In my family my brother only has to take the garbage out, but he does it only when he feels like it. He makes the most mess, and we have to clean it up. His room can be messy and ours can't. They also set stricter rules and curfews for me and my sisters then for him and when we want money we either work for it or deduct from our allowance. My brother just takes it, spends it and keeps the change. My brother also frequently yells and swears at our parents. If we did that we would be stuck in our rooms.

Boys seem to be going out for a good time and laughs. Girls are trying to make good impressions or are out for something.

male

female

C. male
over-confident

female
gossipy.

Men in America

The man he's strong, bold, confident and cunning. The ruler of the world keeping us from killing each other with atomic weapons that he has built.

A man no problems that show on the outside, a clean, cool reflection glares back when he sneaks a look in the mirror. No problem of the month no extra necessities needed for this sex.

Always working away at what ever has to be conquered. Working his way each day up the tall latter of success.

The women in America

The lady puts the warm, glowing cassarole in front of her husband and children. She has worked hard all day, fighting traffic on the way to the store, Calculating prices in the store to be sure she doesn't exceed her weekly allowence, making an appetizing and appealing dinner, cleaning afterwards and now she must serve. But look shes smiling the new make up is just ~~fine~~ no more of mother natures little falws, the lipstick out lines her cheery smile.

She's ok. still Provided sure they're had a few hard knocks but there's the house the cars and the kids. Bills makes enough money not much but we manage.

I think (if I had a choice) that I would chose to be a woman if you can't make it your self you can. Play dumb and marry a man who will provide. Now through new fields are opening for women it will never be equal but now theres a 45% chance of making it in the world as a woman.

B MALE

The MALE in America is Provider

The female is the Parasite

EXAMPLE 2

Corresponding Session: Chapter 3: Careers

Suggested Activity 1

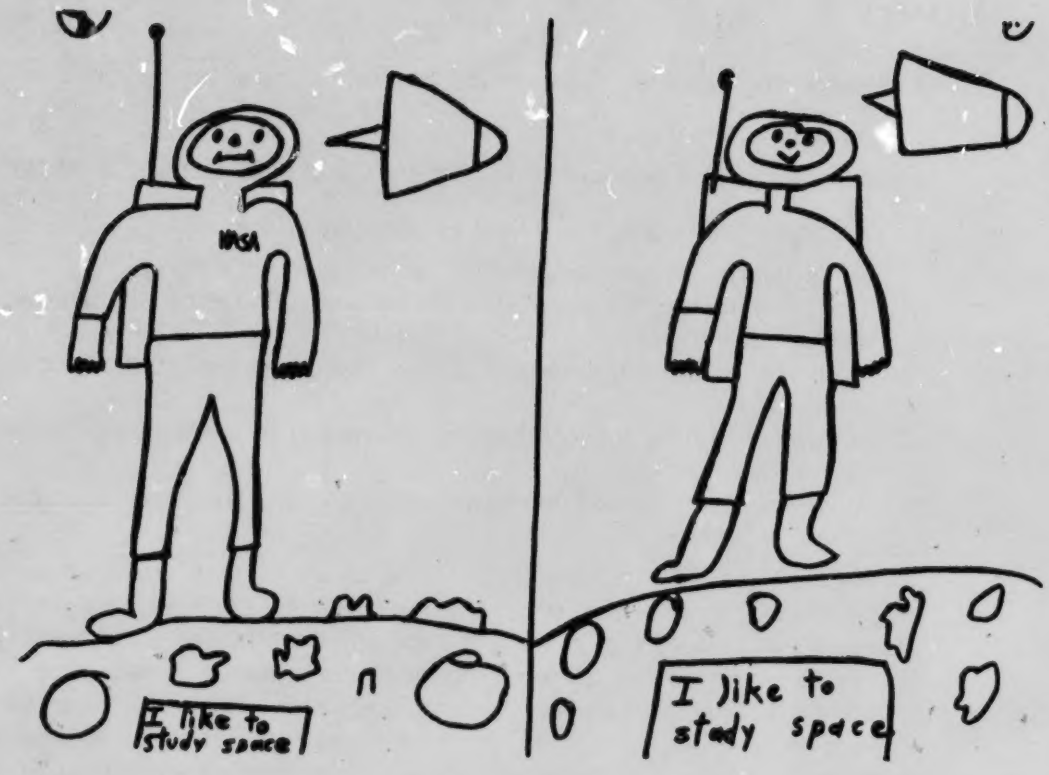
Grade Level: Second

The class was asked to respond to the following questions:

1. What do you want to be when you grow up? Why?
2. If you were of the opposite sex, what would you like to be? Why?

The teacher compiled the student responses in the chart below. The responses from members of this second grade class are fairly representative responses to the question of what students want to be upon reaching adulthood. In some instances, many of the boy students could not even reply to what they would be were they of the opposite sex. Several students responded to the questions based on what they see others doing; i.e., "My mom is one," "My father is one." That role models are important in the decision-making process of students is suggested especially by the girl with the club foot, who aspires to become a ballet dancer as a girl and a football player as a boy. Since Tom Dempsey of the Los Angeles Rams is a noted place-kicker, it is possible that this girl has been inspired to think of overcoming her disability by the example of a role model of the opposite sex.

Student's Name	Career Choice	Why?	If the Opposite Sex	Why?
Girl	Mother	I can have kids	Artist	It's fun
Girl	Nurse	Like taking care of people	Artist	Enjoy art
Girl	Waitress	Easy job	Doctor	Make my patients well
Girl	Secretary	Mom is one	Doctor	Help people
Girl	Artist	Enjoy art	Same	
Girl	Policewoman	Direct traffic	Artist	Like to paint
Girl	Ballet Dancer	But, I have a club foot	Football	
Girl	Horse-woman	Enjoy riding	Soccer player	Like the game
Girl	Ballerina	Enjoy dancing	Policeman	Help others
Girl	Gardener	Enjoy plants	Policeman	Enjoy the work
Girl	Teacher	Like children	Policeman	Can stop crime
Boy	Scientist	Like to discover	Artist	Like to draw
Boy	Flyer	Like planes	Artist	Like to draw
Boy	Salesman	Father is one		
Boy	Flyer	Like jets & fighters	Artist	Enjoy art
Boy	Sportsman	Good for body	Manager of a sport	
Boy	Surfer	Like a scary sport		
Boy	Mechanic	Like to do things	Nurse	Help people get well
Boy	Surfer	Like to surf high waves	Same	
Boy	Pro football	Enjoy football		
Boy	Football	Like excitement	Artist	Enjoy drawing
Boy	Singer	Like to sing	Same	


NASA
I like to study space
I like to study space

EXAMPLE 3

Corresponding Session: Chapter 2: Sex-Role Differences

Suggested Activity 3

Grade Level: High School Home Nursing Course (all female students)

The class was asked the following questions:

1. What chores are you responsible for doing in your home?
2. Do you think that the chores you do have anything to do with whether you are a female?
3. Who makes the decisions about how chores are assigned at home? Why?
4. Would you prefer to do other chores instead of the ones you have? Why?
5. How would you like to have chores distributed in your family when you grow up? Why?

Regardless of how much of an unbiased nature students are exposed to in the classroom, they also see many things outside the classroom which expose them to stereotypical ways of thinking about the sexes. Addressing the problem of sex-role stereotyping does not mean it is necessary to interfere with what takes place within a student's home, but it does mean the development of learning tools by which students are able to make appropriate connections between the classroom learning experience and society in general. This activity encourages them to be able to pinpoint and adjust to changes in their lives where they are occurring and to recognize areas which, for one reason or another, remain unchanged, at least for the present.

1. What chores are you responsible for doing in your home?

Student 1: Keeping my room clean, Doing the dishes and just picking up after my self.

Student 2: Fold laundry, wash dishes, clean up any mess I make. They are not really chores that I am responsible for. My mom leaves it up to me if I feel I should do it or not.

Student 3: Washing dishes, vacume the house, Fed the cat

Student 4: a) washing the morning dishes every weekday
b) wipe and put away dishes every night (only if not home no need do)
c) vacum the house every Saturday
d) clean toilet on weekends
e) wipe furnatures
f) feed the dogs

2. Do you think that the chores you do have anything to do with whether you are a female?

student 1: No.

student 2: No. I feel that it is alright for boys to do this also.

student 3: They are female but I can't see why Males can't do them too.

student 4: Yes!!! ☆ All my brothers do is go out and play or sit on their butts.

3. Who makes the decisions about how chores are assigned at home? Why?

student 1: My Mother.

student 2: I do of course! Because I'm spoiled.

student 3: Mother, my Dad don't do nothing.

student 4: Mommy and Daddy Because they are the boss. ☆ That is why!

4. Would you prefer to do other chores instead of the ones you have? Why?

student 1: No Me Kinda help each other

student 2: no because I don't have any.

student 3: Yes, You get bored of doing the same thing every night or week.

student 4: Depends. What kind chores If its' cleaning the dog's pen or taking out the trash: never mind. I rather do house chores. Nah, I guess I would rather keep the chores I have but I wish I didn't have to do so much!!!

5. How would you like to have chores distributed in your family when you grow up? Why?

student 1: *el don't want them to change because ella not really chores, ella just My Mom and el working together and helping each other.*

student 2: el want all of my kids to do the housework so el can sit at home and watch my soap operas.

student 3: Everybody in the house help clean up weather they think the job is for males or females. And rotate the jobs every 1 or 2 week. And every one do the work at the same time. This way no one can grumble and all is fare. I feel this way because I was brought up the opposite way and I feel that my brother don't do shit. And my sister and I ↓and my mom do most of the work.

student 4: Well, it all depends upon the kind of family I have. If I had only sons I think they should wash dishes. But I would do the other chores around the house.

EXAMPLE 4

Corresponding Session: Chapter 4: Elective Courses and Extra-Curricular Activity

Suggested Activity 2

Grade Level: Activity completed by intermediate school teacher

Playground observations were made by this teacher during times of the day when students are not under the direct supervision of any teaching staff. It would appear from the observations given that there is a general tendency for students to segregate themselves by sex on their own to the point where female students are playing in an area which is "not designated for playing ball" as well as engaging in a segregated basketball game off in one corner of the court area without the use of nets. This particular teacher observer also notes that even if new activities (gymnastics and body-form dancing) were to be introduced at this school, past experience indicates "these would most likely be female dominated." If this past experience is indicative, the introduction of new activities would require the sustained encouragement on the part of the teaching staff to ensure continued active involvement on the part of both sexes. A question to be considered is the role and responsibility of teachers in activities which are outside the normal boundaries of the regular classroom period. In short, if the problems of sex-role stereotyping are to be thoroughly addressed, active involvement on the part of teachers must go beyond the classroom setting and into many facets of the student's extra-curricular life.

The court area which has the basketball and volleyball facilities is predominantly occupied by male students. Since there are four basketball nets, the boys play in the main section of the courts. If the girls are seen playing, they play without nets, and are seen playing in one corner of the court area.

The PE field is a much larger play area and is frequently occupied by male students. They are playing flag football. A few male students sit on the lawn to watch the football activities.

The female students are seen congregated on the steps nearest their classroom buildings. They are seen either listening to radios, talking, or playing cards. About eight to ten girls are seen playing volleyball near the office. This is an area not designated for playing ball, however.

For noontime recess, students form teams for basketball. These teams are open to both sexes. However, very few girls are included in the teams and, therefore, it appears that most teams are made up of boys.

Some students have suggested having gymnastics and body-form dancing for the next school year. These activities would be open to both sexes should they be started. However, if past experiences are any indication, these would most likely be female dominated.

After school hours, activities are now offered in track. Both males and females are involved with almost equal participation. A few female students have shown a desire to make a pep squad.

APPENDIX C: EVALUATION

INTRODUCTION

Very often, when people read a book, take a course, or undergo some procedure or experience, it is desirable to try to find out exactly what changes have occurred as a result. There are several possible purposes for making an assessment, as well as several kinds of change which might be of interest. For example, we may want to test some kind of theory about how change takes place, or we may want to change or improve the material or procedures used. We may want to compare one method with another for effectiveness in accomplishing some goal, or we may be interested in finding out the status of the participants with respect to the end goal of the program.

The kinds of change or effects examined are of course not independent of the purposes of making the assessment. If we are interested in which of two programs is more acceptable to the people at whom they are aimed, we might ask for an evaluation from the participants involved, or check regularity of attendance or other measures of enthusiasm. On the other hand, if we are interested in the amount of factual information conveyed by each of two or more texts, we test the readers of each book on the overlapping subject matter. It should also be obvious that the places to look for evaluation information are equally determined by the information sought and the purposes for which it is desired. Questions may (and often should) be asked of non-participants as well as participants, both before and after the procedure used, in order to ascertain if the changes noticed are due to the procedure or to something else. Independent observers may be used to look for changes in behavior, if that is what is of interest. Apart from the purposes of evaluation, and the kinds of information sought, it is difficult to speak of the absolute (or relative) "validity" of a change inducing procedure.

The workshops outlined in this Manual can be thought of as procedures for inducing change in beliefs, in attitudes and in practice or behavior. What we have considered of primary importance is change in practice but it is not possible in most instances, and for a variety of reasons, to observe teachers in their classrooms and other educators in their professional duties. Changes in beliefs

and attitudes may be measured by questionnaires; evidence of change in behavior, under these circumstances, is most easily sought through self-reports of changes in professional practices. In addition, self-reports and observations by others in the group are also a source of evidence about changes in the beliefs and attitudes of the participants. The next three sections of this appendix will discuss the use of a questionnaire, and the final section will deal with self- and leader-reports.

CONSTRUCTING THE QUESTIONNAIRE

Because of the theory underlying these workshops, and because the subject matter was confined to sex-role stereotyping and its effects and implications in the primary and secondary grades, none of the existing attitude questionnaires seemed suitable as an assessment instrument. A survey was therefore designed to focus, as did the workshops, on problem situations relating to sex-role stereotyping and alternative reasoned responses to these situations on the part of educators. (Teachers constitute the overwhelming majority of the educators for whom these basic workshops were intended. Special materials and problem situations for other types of educators are found in Appendixes D and E.)

When we favor the elimination of sex-role stereotyping, in addition to the reasons used for doing so, the situation which calls forth a particular judgment may elicit the expression of different amounts of commitment or willingness to expend time, effort or money toward change. Similarly, arguments against change may reflect various amounts of resistance, hostility, apathy, inertia, or lack of recognition of the need for change. These differences in the degree and quality of the pro or con position are not independent of the mode of judgment any more than of its direction. A practical argument, for example, is only as committed as the cost-benefit calculation warrants. A moral argument has no such limitations. Thus, there is more than one way in which to look at the possible responses to each of the problem situations. Two possibilities will be discussed here.

The answers may be placed along a scale ranging from hostility and resistance to change, through apathy and unconsciousness of any need for change, through increasing commitment of time, money and effort to effect or sustain change. This type of scale has an underlying model of human behavior and preferences which is similar to behaviorist or learning theory. The quantity of a value or preference is measured by the work, effort or expenditure of money (all of these considered to be distasteful) which a person is willing to balance against it.

On the other hand, the set of modes of judgment, Factual, Practical, etc., has a cognitive psychological theory of thinking behind it, as explained in Chapter One. While it is true that Piaget and other cognitive-developmental psychologists do not consider all kinds of reasoning equally good, it is apparent from the sample discussions included in this Manual (and from debates on such issues as the Equal Rights Amendment), that in certain political and social areas there can

be a pro and con position using almost any kind of reasoning. The exception, as far as we are concerned, is that we cannot think of any reason for not eliminating sex-role stereotyping in education that might be based on the equality, dignity and equal moral worth of all persons—as long as girls and women are considered persons. For the purposes of this Manual, except for the pro or con direction indicated, all types of judgment were considered to differ qualitatively. In theory, then, responses to the problem situations can be analyzed in more than one way.

Even if a broad hint had not been placed in the introduction to this Manual, you would probably have guessed that Ms. Fandango, Ms. Fettucini and company are not intended to be people, let alone educators, lawyers, psychologists or philosophers. They are, of course, meant to represent types of argument or reasoning fitted (as well as permitted by the necessity of keeping the statements brief) into the categories set out by the list presented just prior to the first sample discussion. But, in general, for each qualitative type of reasoning in the problem situation presented there is at least a possibility of arguing for or against change in the direction of educational equity for both sexes. With this in mind, the positions taken can be classified two ways, as follows (see Chapter One for full definitions):

Mode	For	Against
Factual	Ms. Fettucini	Ms. Fandango
Practical	Ms. Piranha	Mr. Prakrit
Aesthetic	Ms. Anabolism	Mr. Amorphous
Medical	Mr. Mendicant	Ms. Mizzenmast
Psychological	Mr. Psoroptes	Mr. Pseudonymous
Blame and punishment	Ms. Binary	Ms. Biosterol
Interests advanced, exchange	Ms. Integument	Mr. Iambus
Personal concern and good motivation	Ms. Carom	Mr. Convolvulus
Law and order, duty and obligation	Ms. Lien	Ms. Latria
Rights upheld and social good	Mr. Reticule	Ms. Runion
Dignity and moral worth	Ms. Decimal	

Mr. Dugong represents the ever-present completely unclassifiable response.

The questions used in constructing the survey were of two kinds. A set of general questions, which appeared on the cover sheet, were the same for all forms of the survey. Two sample copies of the cover sheet are found at the end of this Appendix. The rest were problem situations, which were taken from among those appearing with each workshop topic. These were different for each of the two forms used. Some of these were also different for primary (elementary) and secondary (intermediate and high school) personnel.

The problem situations were taken from newspaper clippings or anecdotes reported by parents, teachers, counselors, administrators, etc. Of the 32 problem

situations presented in Chapters Two through Five of this Manual, 26 were selected for brevity and administered to a small sample of teachers at each grade level, along with the cover-sheet questions.

A set of possible responses was presented with each question. These reflected positions and statements which had also appeared in clippings, or been reported or overheard. Others were made up by using the definitions of the modes of judgment. Because we wished to encourage a tendency to respond in favor of change toward the elimination of stereotyping, the alternatives chosen were skewed in the direction of such change. In addition to a selection of four to eight such possible responses, the option "Other ____ " was also presented. On the basis of the responses of the sample group, several of the offered alternatives were eliminated as likely to be too popular or too unpopular, and others were added from among those given as "Other ____ ."

The next step was to compile two forms for each grade level. In addition to the first six cover-sheet questions, four situations were chosen from each topic area, so that each form contained two questions from each topic area, and the first six cover-sheet questions. These first six were intended to be general questions which might provide a kind of profile of where different groups of educators stood on the overall issue of sex-role stereotyping in the schools. Other questions were chosen to provide comparisons or correspondences between the way a situation would be responded to if it involved a boy or a girl, the female role or the male role, the challenging or sustaining of traditional expectations. As many situations as possible were chosen which could be used at all grade levels.

The number of alternatives provided for each question was reduced to five, and the alternative "Other ____ " was eliminated. The number five was an arbitrary decision, as was the number of questions, to keep the length of the survey within manageable bounds. The possibility "Other ____ " was eliminated for ease in tabulating the results, and because, in any case, all open-ended or "Other" responses have to be fitted into some predetermined set of categories in order to be analyzed at all. If the category is not chosen by the respondent from among a small set of alternatives offered by the surveyor, then it must be chosen by the surveyor in the process of compiling the results.

In order to administer the survey, the names of the characters in whose mouths the responses appear in this manual (Fandango et al.) were removed, and the order of the alternatives was scrambled. The two forms at each grade level were mixed up at random for the pre-survey. For the post-survey, each respondent was given the form she or he did not receive on the pre-survey.

Although this survey is still in the process of development and validation, it may be of interest to present here and discuss some of the results obtained by surveying groups of participants and non-participants in the workshop series.

For the convenience of those who wish to duplicate this type of survey, the problem situations are printed in the Manual on one side of the page only. They may be removed from the participants' Manuals in advance of the workshops, and collated separately with a cover sheet. The names associated with the responses may be cut or blacked out.

PROFILE OF THE RESPONDENTS

On the basis of a survey of the 2,000 certificated personnel in the Honolulu School District (Honolulu, Hawaii), a few generalizations about teacher attitudes and beliefs concerning sex-role stereotyping in education and the value and possibilities for overcoming it emerged. For example, teachers on all grade levels were asked:

For questions 1 through 3, select from the following five educational priorities:

1. helping children to achieve the self-discipline and good habits necessary for good citizenship.
2. maintaining and improving basic academic skills.
3. making children aware of the global problems of the environment, war, poverty and tyranny which threaten the future.
4. eliminating racism and ethnic stereotyping.
5. overcoming the assumptions about sex differences which limit self-realization for both sexes.

For question 1, mark the choice you consider most important.
For question 2, mark the choice you consider second most important.
For question 3, mark the choice you consider **least** important.

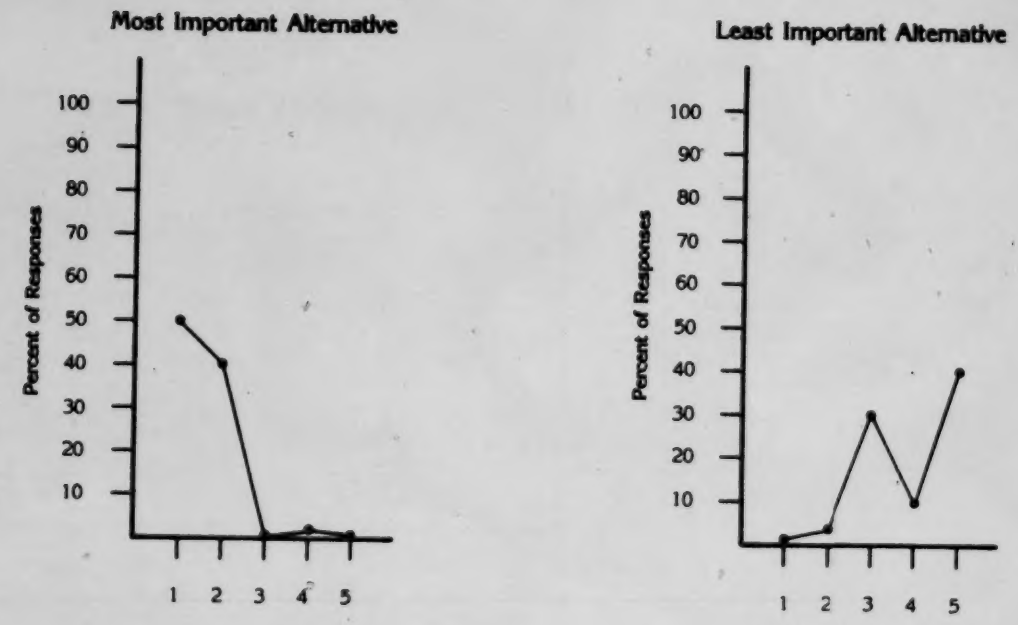


Figure 1

The most popular priorities were "helping children to achieve the self-discipline and good habits necessary for good citizenship," and "maintaining and improving basic academic skills" (See Fig. 1). Elementary and intermediate school teachers tended to rank the first over the second; high school teachers the second over the first. Choices of the other three alternatives were very low. Clearly, these teachers have embraced "back to basics" and "law and order" priorities over the concerns that were popularized in the 1960's. Moreover, despite the obvious nature of the questionnaire, "overcoming the assumptions about sex difference . . . " was named as least important by all groups (see Fig. 1). Interestingly, "eliminating racism and ethnic stereotyping" ranked somewhere in the middle; it was rated considerably more important than sexism or the environment, war, etc.

As an indicator of teacher awareness of the existence of sex-role stereotyping in education, they were asked the following:

Situations involving sex-role stereotyping have come up in the course of my work:

1. seldom or never.
2. used to, but not recently.
3. I'm not sure.
4. many times.
5. more and more often.

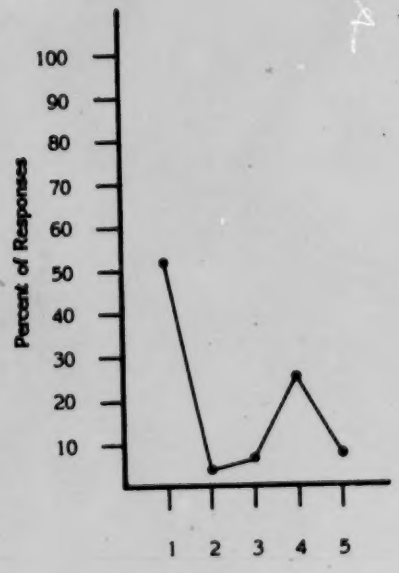


Figure 2

The majority of teachers respond that they see such situations come up in the course of their work seldom or not at all (See Figure 2). However, 25% of them acknowledge that such situations are seen many times. Clearly, a contrast exists within the teaching profession in this particular school district whereby most teachers indicate a lack of awareness of these problems, while another portion of the teachers see such problems often.

An attempt was made to ascertain teachers' views on where the responsibility of sex-role education lay by asking:

School-age children are most effectively instructed about sex-role differences, expectations and possibilities:

1. in the home.
2. in sex education classes.
3. in special courses or electives, such as guidance classes and cultural studies classes.
4. in social studies classes.
5. in the course of the regular curriculum (i.e., in history, math, literature, etc.).

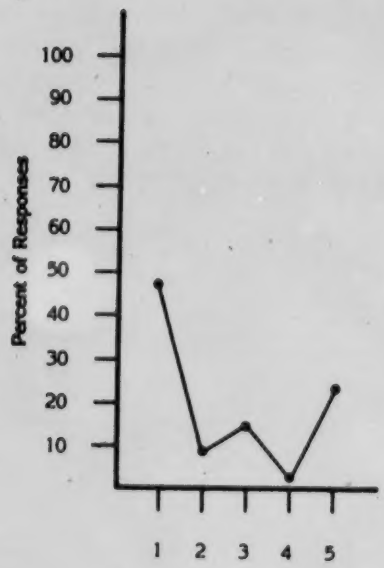


Figure 3

The percentages indicate that many teachers feel children are most effectively instructed in the home, not at school. However, once again, almost 25% of the teachers felt such education should occur in the course of the regular everyday school curriculum closely followed by a group of teachers favoring such instruction only in special courses or electives. It seems many educators polled in this survey do not feel that the topic of sex roles even belongs in the schools and some feel that, if included as part of the educational process, it should only be addressed as a "special issue."

The examples presented here, and illustrated by the figures indicate the great variability in the form of the distributions of answers to these questions, both the general and the topic-specific ones. To what general considerations were these educators responding?

First of all, while comments and remarks which seemed hostile to changing sex roles were carefully avoided there was a strong tendency to choose responses which ignored, avoided or got around the issue of sex-role stereotyping with a minimum of effort and exposure. In addition, among secondary school educators, there was a strong tendency to choose responses which advocated simply laying out facts, and/or permitting students to make their own choices. For example, secondary school teachers most often chose the statement that "the most important thing about choosing a textbook is that it should be factually as accurate as possible"; this was an unpopular statement among elementary school teachers, 30% of whom preferred "that, wherever possible, it should stress the contributions of women and minority groups" (see Fig. 4). On the other hand, although many teachers felt there was nothing to be done about stereotyping in math textbooks because "it has nothing to do with math," a relatively greater proportion of elementary school teachers felt this way (see Fig. 5). It is interesting to put these results together with the frequently heard remarks on the part of elementary school teachers that no distinctions on the basis of sex are made at their grade level, and the comments of secondary school teachers that they merely observe and deal with the differences that are created in the lower grades and earlier in life.

The most important thing about choosing a textbook is:

1. that it should be written in a clear, lively and interesting fashion.
2. that it should be factually as accurate as possible.
3. that it should present a balanced, fair and accurate picture of the sexes.
4. that, wherever possible, it should stress the contributions of women and minority groups.
5. that it should not present a demeaning picture of women and minorities.

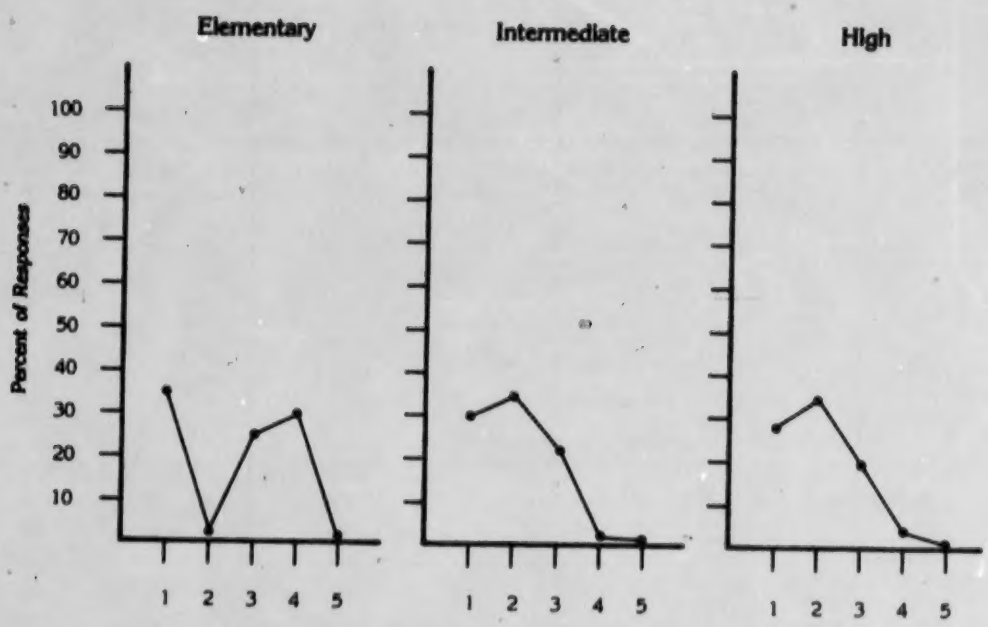


Figure 4

The math textbooks have a disproportionate number of boys mentioned in the examples and problems, and they also depict the two sexes engaged in very stereotypic activities. Problems involving girls are about cooking and sewing, those about boys are about building, traveling, sports, etc. What would you do about this?

1. Nothing, it has nothing to do with math.
2. I would point out the silliness of such outdated assumptions, and get on with the class.
3. I would rewrite a lot of the problems and examples, or make up some new ones.
4. I would point out the biases and ask the students to help me make up unbiased problems.
5. I would tell the children to change the sex of the characters mentioned in the problems I assigned, and discuss the results with them.

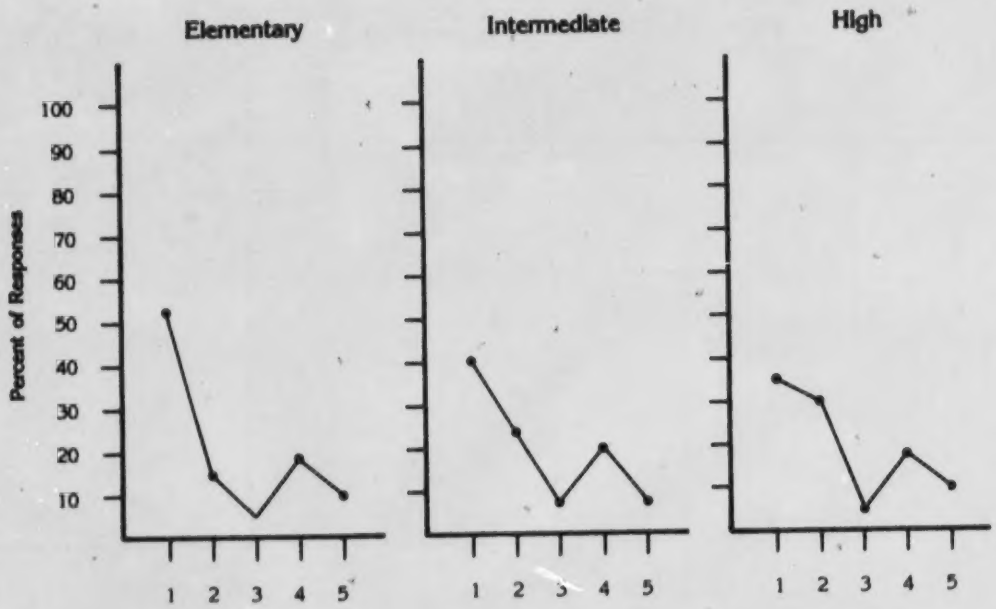


Figure 5

There seemed to be some differences in the ways in which problems raised by girls and boys with respect to sex bias were viewed. For example, the two most popular responses to the problem of the two girls who wished to take a metal-working course were that they should "take their hobby courses through the Y" and that they should be allowed to take the course but at the same time put off a required physical education class (see Fig. 6). To the question involving the boys who wished to take home economics, however, the response overwhelmingly favored setting up a special boys' class, while at the same time, not forcing them to give up the required physical education class (see Fig. 7).

Malia and Cassandra both want to sign up for a metalworking course in shop this semester, and they are the only girls who do. The trouble is, the girls' physical education class for their grade has been scheduled at the same time, and is a requirement. What do you think should be done?

1. Nothing, we can't keep making exceptions for every kid who has a faddish whim, or who wants to be with the boys.
2. Advise the girls to take their hobby through the Y, or put it off until next year. Phys. ed. is a basic.
3. Try to get the shop teacher to come in after school for a special girls' shop class.
4. Persuade the phys. ed. teacher to give the girls a waiver or let them make it up later. Their interest should not be discouraged.
5. Insist that the shop course be rescheduled. Then maybe more girls will take it.

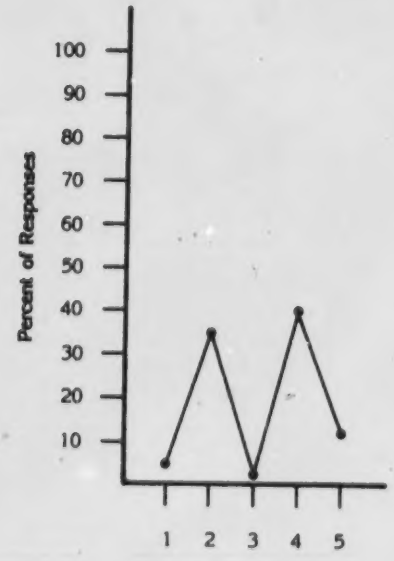


Figure 6

Greg, Mac and Jerry, who are close friends, have gotten together and decided to take Home Ec. this fall. The physical education class that Mac and Jerry must take is scheduled at the same time, and Greg doesn't want to be the only male in the class. What do you think should be done?

1. Let the boys learn cooking and sewing from their mothers at home, if they are serious.
2. Tell Greg it is silly of him to be afraid of a class full of girls.
3. Set up a special home skills class for boys; it's good for everyone to know how to look after himself when mother isn't around.
4. Get after the PE teacher to give Mac and Jerry a waiver; if he won't, go to the principal and try to work something out.
5. Insist that the Home Ec. class be rescheduled and try to recruit more boys into it.

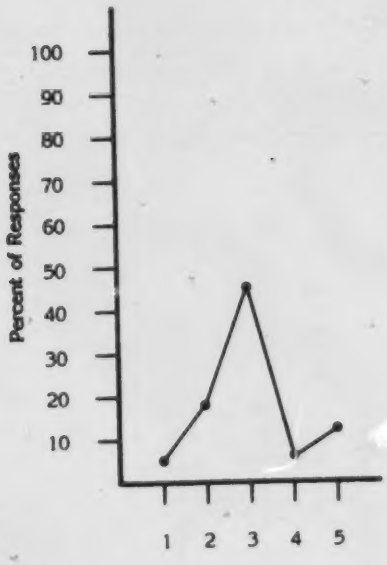


Figure 7

One possible interpretation of the contrast between these responses is that teachers tend to pay more attention to boys and to their needs than to girls and their needs. For the girls, the answers favored suggested either that teachers did not view the request for a metalworking class as serious enough to bother with—thus, let someone else, the Y or parents, respond to it—or that it could easily be handled by requiring the girls to make a choice between a desired course and a required course which would have to be made up later. For the boys, the response indicates that teachers were more willing to go out of their way to assure that both the desired home economics course and the required physical education course could be managed with no sacrifice.

Another pair of questions involved a girl who was disruptive because of her advocacy of the feminist movement contrasted with a male student who used an offensive denigration of women to try to win a school election (see Figs. 8 and 9). In the first problem, the alternatives offered three possibilities for avoiding the substantive issues of feminism, and two opportunities for discussing them with the class. The overwhelmingly popular choice was to take a neutral position but not to allow the issues to be discussed. On the other hand, the most popular response to the boy who was offending was to discuss the matter with the whole class, the only such alternative offered in this problem.

One of the girls in your class seems to have gone overboard about women's liberation. She uses rough language, jeers at the boys, and even makes fun of the girls who wear ruffles or makeup. She also disrupts the class every time she can point out some injustice to women. How do you handle this?

1. Help her to be more popular and get more positive attention. Tell her she'll catch more flies with honey than with vinegar.
2. Speak to her privately. Tell her times have changed, but not that much.
3. Tell her that while you respect her right to hold her views, she has to show the same respect for those of her classmates.
4. Hold a class debate on the issues of women's liberation, and make sure everyone abides by the debating rules.
5. Every time she speaks up, tell her she'll get a chance to speak her piece, and be sure she gets it.

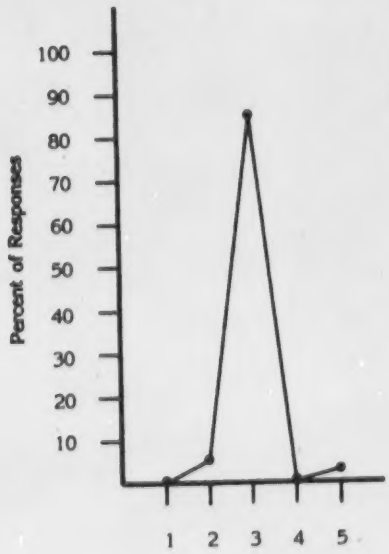


Figure 8

There is a campaign going on to elect class officers. The male candidate for treasurer has chosen to run against his female opponent by claiming that girls have hormones that go with their menstrual cycles and make them erratic in handling and keeping track of money. He says tests show that women make more errors within seven days of the beginning of their periods. As the faculty member assigned to oversee the campaign, what do you do?

1. Nothing, I would intervene only in case of fraud or violence. There was nothing in the rules about this.
2. Speak to him privately, and tell him that his campaign is in very bad taste, and insist that he apologize to the girl.
3. Point out to him that some researchers have come up with evidence that males, too, have cycles in mood and performance.
4. Point out to him that girls, on the average, still do better than boys, and that most bookkeepers are women.
5. Discuss it with the whole class, and point out that the differences in individual ability are greater than any differences between the sexes, and than any changes from time to time in one person.

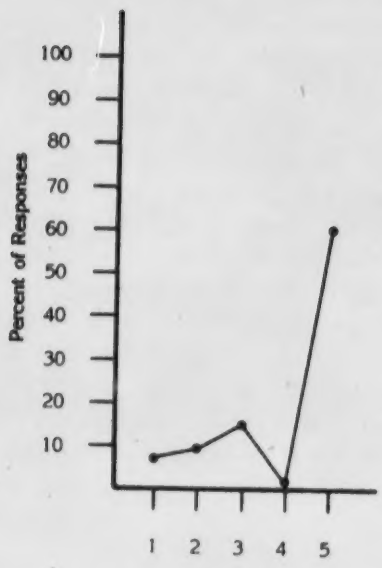


Figure 9

Thus, it does not seem as if it would be correct to conclude those surveyed were responding either favorably or unfavorably toward the elimination of sex-role stereotyping, but their commitments, efforts and reactions seemed to be conditioned by other elements of the situation.

What are they? Turning to the types of reasoning listed in Chapter 1 and in the preceding section of this Appendix, the kinds of responses which were favored must be interpreted in the light of the alternatives set out in each question. These were unevenly distributed over the total range of possibilities which have been indicated, being concentrated in the Factual, Practical, Interests Advanced, Concern and Motivation, Law and Obligation, and Rights and Social Welfare categories. (See Problem Situations). Within these limitations, there was a strong tendency to adopt pro-change factual responses (Ms. Fettucini); negative factual statements (Ms. Fandango) were more likely to be rejected. High-minded moralistic statements (Ms. Decimal) were adopted when offered. On the other hand, practical responses were usually favored if they were negative (Mr. Prakrit), and usually rejected if they favored change (Ms. Piranha). Statements involving general, long-term or comprehensive change (Mr. Reticule) had a low level of acceptance. Statements involving imputed feelings or psychological processes were usually rejected, as were considerations of role modeling (Ms. Carom). However, other kinds of statements invoking concern for development were accepted. These usually involved a denial of conflict between desirable emotional qualities or personal adjustment and other types of activities. Statements involving Punishment and Blame or opportunities were rejected. Statements against change which invoked law, duty or obligation were accepted (Ms. Latria). In short, while there was a strong tendency to reject "do nothing" responses, and to pay lip service to factual statements favoring change, there was an equally strong tendency to deny the existence of conflicts or problems, and, consequently, the need for energetic means to overcome sex-role stereotyping.

The above represents a kind of group portrait or sketch of the pre-survey respondents. Were there marked tendencies among particular individuals to answer questions in one way or another? In each of the grade-level and survey-form-type groups examined, there emerged a separate tendency to adopt the "good-citizenship/maintain-basic-academic-skills" pair of responses to the first questions on the cover sheet. Not associated with this was a tendency to a social-acceptability response-set, that is, a tendency to adopt the moralistic and positive factual statements, along with such sentiments as, "We need teachers who love children." A third tendency was that of denying conflicts or problems, or, among one of the elementary groups, of embracing family oriented responses. Thus, the broad features of the popular responses described above seem to be associated relatively independently with groups of individuals among the respondents.

COMPARISON OF EXPERIMENTAL AND CONTROL GROUPS

In order to assess the effect of workshop participation upon survey responses, the questionnaires were administered prior to and following one particular workshop series. The questionnaires belonging to the small group of participants (23 elementary and 30 secondary) were contrasted with those of the rest, who did not attend the workshops and therefore constituted the "control" or baseline group. Statistical tests were made comparing the distributions of responses to each question of each form of the survey for both grade levels. (One of the general and one of the topic-area questions was not included in the analysis, the first because it seemed redundant, the second because the small number of participants made it desirable to combine the intermediate and high school groups, and this was the only question on which their forms differed.)

Since the distributions of the responses to many of the questions did not conform to the assumptions underlying certain types of statistical tests, it was necessary to use tests which are of "low power," that is, where the chances of not indicating significant differences when the distributions really do differ, are higher than with ordinary tests. It should also be noted that, on a purely chance basis, since a total of 144 tests were made, we would expect 5%, or about 7, to be significant.

Despite the small size of the experimental group, some evidence of change emerged. Of a total of 48 comparisons between the pre-survey responses of the experimental (participant) and control groups, 12 were significant in the direction of greater advocacy of the elimination of sex-role stereotyping on the part of the experimental group, two were significant in the opposite direction. Therefore, there is some reason to believe that the participant group was to a certain extent self-selected on the basis of greater inclination toward the objectives of the workshop series even before the series began.

A comparison of the post- and pre-survey responses of the control group showed that seven of a possible 48 comparisons were significant in the positive (pro-sex-role equity) direction, and 12 out of the 48 were significant in the negative direction. Thus, if the control group experienced a net change in beliefs and attitudes, it was in the negative direction.

Of the 48 comparisons between the post- and pre-survey responses of the participant group, nine were significant in the positive direction, and two in the negative direction, indicating the likelihood of some positive net change.

Breaking down these summed results and looking at the results for the two grade levels separately, we find that 11 of the 24 comparisons of the pre-survey responses of the elementary experimental and control groups were significant in the positive direction for the experimental group; none of the 24 was significant in the negative direction. Thus, it was the elementary school group which accounted for the indications of pre-selection in the participant group. In comparing the post- and pre-survey results of the control group, we find that four out of a possible 24 of the elementary comparisons were significantly positive, and three out of the 24 of the secondary. Similarly, seven out of 24 of the elementary comparisons were negative, and five out of the 24 of the secondary.

Thus, there is no evidence of a discrepancy of net change in the elementary and secondary groups within the control group.

Breaking down the results of the comparison of the post- and pre-surveys of the experimental group, we find that six out of a possible 24 comparisons were significant in the positive direction for the elementary group, and three out of 24 for the secondary group. In the elementary group, two out of the 24 comparisons were significant in the negative direction, but none out of 24 for the secondary group. Thus, the effects of the workshops do not seem to differ among the elementary and secondary participant groups.

Comparing differences in responses to the general and workshop-specific questions for the pre-surveys, we find that seven out of a possible 20 comparisons were significant in the positive direction for the experimental group among the general questions, five out of a possible 28 among the specific questions. Two out of 20 were significant in the negative direction among the general questions, leaving none out of 28 among the specific questions. All of the seven out of 20 mentioned above occurred among the elementary group. None of the other comparisons between the responses of various groups to the general and specific questions indicated any net differences. Thus, the pre-selection effect indicated among the elementary educators appears to be predominant with respect to the answers to the general questions. Because of the small number of net effects, and the small numbers of comparisons involved, it was not possible to break down further the results cited to search for more differential effects.

The above results may be interpreted as showing only weak statistical evidence of change due to workshop participation, since the majority of tests made were non-significant for the comparison of experimental groups' post- and pre-surveys. There are a number of possible contributing factors which might have attenuated the significance of the outcome, including:

1. Self-pre-selection of the participants.
2. Low power of the statistical tests used, and/or the small numbers, heterogeneous composition, and irregular attendance and participation of the experimental group, which was voluntary and optional.
3. Ineffectiveness of the workshops in producing the attitude and belief changes sought.
4. Lack of validity of the questionnaire, in that the results may not indicate the type of changes sought.

A variety of steps may be taken to explore, identify and remedy these possible factors. In order to provide hypotheses for further testing, and to examine more closely the process of the workshops upon a group of participants who attended regularly and conscientiously carried out the assigned suggested activities (which had previously been optional), a new group of participants was recruited from the former control group and paid for their participation in an additional workshop series. Although this group had been pre- and post-tested before their participation in the series, and hence were not surveyed again in connection with

it, their previous survey responses were similar to those of the rest of the control group. Since this group was carefully monitored, and more copious notes taken than was the case for the previous series, the following section, which discusses the information obtained in this manner, draws more heavily upon this series than upon the earlier ones.

SELF-REPORTS AND LEADERS' NOTES

A second way in which the workshops were evaluated was to examine comments made by the participants during the course of the workshop. In one series of workshops, participants were asked to complete evaluation forms after each session, reporting what they had learned, changed their minds about, or found lacking in the session. Workshop leaders took notes at each session, recording the main points made in discussion, the views expressed, verbal reports by participants on their activities, and observations at school. The participant evaluations indicate those issues and problems which the participants themselves spontaneously chose as most significant to them as well as their own assessment of the changes in attitude and activitiy they observed in themselves. The leaders' notes provided a more comprehensive record of the wide-ranging discussions. They also provided a record of those comments which did not seem significant to a participant at the moment, yet which the leader found significant in the context of the workshop as a whole.

In reviewing the information gathered in this manner from the workshops, it became apparent that there was a general shift in the emphasis of discussion and in attitudes toward sex bias in education among participants.

At the first session, participants frequently expressed the view that sex bias in education was "not a problem." Comments such as the following were common: "At my school we have co-ed PE, shop classes, home ec. classes . . . there's now equal opportunity for all students and they are taking advantage of it, particularly the girls."

The participants had difficulty in citing examples of sex bias in their own behavior with students. Occasionally a teacher would report, for example, that she or he was more insistent that female students should refrain from swearing and that they should conduct themselves modestly. A few participants said they tended to ask the boys to run audio-visual equipment rather than the girls. Often, however, the teachers felt that they had the same expectatons of and standards for all of their students, regardless of sex.

Differences in the behavior and preferences of the sexes were often noted, although these were generally seen as being natural. Some examples from the leaders' notes include:

I put the girls in my industrial arts class on the airbrush instead of printing presses because they dress very nicely and don't like to get dirty.

Co-ed PE isn't working out too well because the girls simply aren't as good athletically.

I always have more boys than girls in for counseling . . . boys are a much bigger discipline problem than girls.

It's hopeless sometimes . . . these girls aren't interested in anything but having babies and getting married.

All participants expressed the belief that clearly defined sex roles exist and are a basic part of our culture. They frequently asked: "Are these sex roles cultural norms or are males and females really just different?", and showed interest in factual data about sex differences. Other participants would ask: "Even if sex roles are just culturally determined, do we want to do away with them or even change them?" Participants were often concerned that there may be a direct connection between sex roles and adult sexual behavior, and were worried that tampering with roles would lead to what they felt was undesirable behavior. One teacher asked, "Will it lead to homosexuality?" Another teacher gave an example of a student she felt was very aggressive and unladylike. The teacher feared that later the student would begin to approach boys sexually. They sometimes also expressed the view that "sex roles are necessary to combat confusion," either because "we need a division of labor and sex roles help us learn our tasks" or because "gender identity is very important to young children and what you call roles are part of that."

However, some participants found traditional sex roles undesirable and felt that an educational system which accepts them as normal "limits the possibilities of the student as a person . . . in choosing a particular job, personal happiness and fulfillment."

Sometimes a participant would see sex roles as limiting in some ways, yet expressed a personal preference for "feminine women" and "masculine men." She or he would ask: "Do we really want unisex or can we be male and female and still accept people the way they are? . . . I'm confused right now. Will this mean the end of men and women like I like them?"

Beginning with the second session, however, the participants increasingly discussed examples of the prevalence of sex bias and sex-role stereotyping that they were discovering in their classrooms and outside of them. In those workshops where the majority of the teachers used the assigned activities, the response was particularly strong. Participants commented that they were astonished by the results of the activities. One teacher said:

After the class activity I realized how prevalent sex stereotyping is among students. I didn't think it was important and now I've changed my mind.

Another commented:

I didn't know my girls had such a negative self-image. They really seemed to feel they had to defend wanting to be a girl, while the boys seemed to think it was obvious that it's preferable to be a boy. This won't do!

They also expressed surprise at the enthusiasm the students had for the exercises:

I was so surprised at the interest the students showed in the activity. They've thought a lot about what it means to them to be male or female and these questions are very important to them.

Wow . . . if I ever needed a "relevant" topic to get them excited about an assignment, now I've found it! They really liked this.

One teacher who had said in the first session that girls should not be included in varsity sports because they were not as strong and able in these sports as the boys, discussed this question with some of his varsity football team students and reported to the group that he was shocked by their hostility and determination to keep girls off the field regardless of their ability. He said he didn't know what to say, and after discussion felt that it was very important to discuss this attitude with his students and attempt to develop a more open attitude.

Participants also began to see ways in which they themselves reinforced sex stereotypes. One teacher, for example, realized after the first session that the puppets she was using as teaching aids in her preschool class all conformed to stereotypes, i.e., doctor puppets were male and nurse puppets were female. She decided to alter the puppets to correct this. Another teacher said that she insisted upon her preference for girls to be "ladylike" and boys to not be "sissy," but now thought that "one should take a neutral stand with a boy or girl inclined to act like the opposite sex."

In general, the leaders' notes recorded frequently made comments such as:

I didn't know it was such a serious problem. I believe it is imperative for teachers to counteract stereotyping.

I've been very complacent. The workshop has given me insights into my own bias.

All teachers should re-examine their attitudes on these questions. We have a problem here.

While the participants continued to express fears about the implications of removing sex stereotypes, in the second session views were much more frequently expressed which explored the limitations of sex stereotypes and the benefits of removing them.

Many teachers were concerned that the acceptance of sex stereotypes held students back in preparing for the many roles they would play as adults. They felt, for example, that the girls were not preparing for a satisfying job that offers good pay although most of them would work, and that the boys were unaware of the responsibilities and joys of fatherhood and marriage beyond a role as breadwinner. Others felt that students were not using their full potential as individuals, regardless of what they would have to do as adults. Some were concerned with the injustice of sex bias. For example, one teacher stated: "Women's status is low despite equal ability—teachers should educate for a proper perspective in which status is commensurate with individual ability

regardless of sex." A few teachers felt that while the traditional sex roles had once been appropriate and necessay, they should be rejected "because we are living in a different world now." Some felt it was important that students learn to "take pride in oneself rather than sex roles."

By the end of session two, the participants began to focus the discussion on concrete suggestions for overcoming sex bias. An industrial arts teacher noted at the first session that he had more girls attending his classes now, and wanted to set up a class especially for girls emphasizing airbrush techniques because "girls are good with their hands and its clean." In the second session he changed his mind: "I want to give more publicity to girls in all the industrial arts . . . show pictures of them operating a press, and like that. I've set a goal of 50% female enrollment in two years, and I hope to get job placements for the girls. I've never really tried to place one." Many ideas were brought up in this and later sessions such as using guest speakers who are in non-stereotyped professions, taking class field trips emphasizing a broad range of non-sex typed activity, supplementing sex-biased curricular materials, using class projects and exercises which explore attitudes toward sex roles or expand the images of males and females, etc.

In the third session the participants continued to evince increased awareness of sex bias and concern about the limitations of stereotypes in their students' development. In their initial discussion and classroom activities they appear to have been primarily concerned with determining whether or not such bias exists and its role in the students' lives. Having reflected upon their beliefs and attitudes as individuals, in the third session the participants frequently focused the discussion upon their role and responsibilities as teachers. The view so frequently expressed in the first session that sex bias was "not a problem" did not arise at this point. However, they sometimes felt that there were very great limitations to the contribution which school could make in overcoming sex bias: "The home environment is crucial." They feared that teachers could not have much effect in counteracting the influence of employers, parents, the media, etc. They also doubted their importance as role models. One said: "By the time we get 'em, it's already too late—they're already sold on the stereotypes—they want to be that way."

The leaders' notes recorded discussions of priorities:

We have so many things to attend to already. How can I ever fit this in?

Parents want us to emphasize the three R's and I agree . . . I think, "How important is this?"

Some teachers were hesitant to "force" boys and girls to engage in activities traditionally associated with the opposite sex, and viewed this as coercion in a very personal area. Some teachers still felt that some activities were essentially feminine, and thus perhaps inappropriate for boys, while traditionally male activities were more commonly viewed as acceptable for girls. One commented:

Girls need to be exposed to examples of non-stereotypical women, but I don't think boys should be forced to participate in feminine activities. If they've already so inclined, well then fine!

Resolution of many of these questions was apparent in the majority of participants' comments in the final session. Limitations on school contribution were frequently accepted and not viewed as a reason for not making an effort:

We're going to need a lot of patience and perseverance. Things will change—slowly!

Some teachers felt that it was important to recognize that students were already being "forced" by social pressure and sex bias to conform to stereotyping—something which the school has responsibility to counteract. As one teacher expressed it: "We should just accept that as normal." Others said that introducing these ideas and altering student participation in activities "is no more coercive than insisting the students take math or come to school in the first place. We're trying to teach something." One teacher said she didn't feel she was forcing students to be anything in particular by taking a new approach to sex roles, but rather she wanted to expose them to more options and support them in whatever goals they set for themselves. She felt it is the educators' role to promote awareness of sex stereotyping and offer alternatives. Individuals should be permitted to decide what is right for them.

These comments reflect the changes that seemed to affect the majority of the participants. That other types of comments, reflecting no change, or negative opinions, were not heard in the later sessions may be a matter of the climate of social pressure which prevailed. Thus, the significance of this discussion is that it illustrates a set of steps through which some of the participants at least seemed to pass, and conveys a sense of the range of comment which was expressed along the way.

In taking a general look at the workshops over all, some trends were consistently apparent. The majority of participants showed very little awareness of sex bias at the beginning of the workshops and had strong reservations about addressing themselves to sex roles, which they were not sure were relevant to the question of sex bias. At the end of the workshops differing attitudes toward the importance of and necessity of sex roles were still apparent. The majority of participants, however, were significantly more aware of sex bias in education and expressed the belief that for a wide variety of reasons sex-role stereotypes, implicit or explicit in the educational system, posed serious limitations to the full development of their students. For the most part, the participants expressed a willingness and commitment to overcoming sex bias in education and actively attempting to provide their students with alternatives to sex stereotypes, and increasing student and faculty awareness of sex bias.

There are some limitations to the conclusions which we can draw from the information provided by leaders' notes and teacher evaluation. For example, a more structured form of inquiry conducted over a longer period of time than the four weeks of the workshops would be required to attempt to trace the development of the attitudes and behavior of individual participants. It was also important to recognize that there were many factors which would affect the results of any particular workshop, e.g., consistency of attendance, range of

previously held attitudes among the participants, the size of the group and emphasis of discussion, the interests of the participants, all of which varied from group to group.

The attempt to assess the effects of the workshops by means of reports of those actually engaged in it—whether as participants or leaders—has all the disadvantages of open-ended query, non-standardized situations, and subjective bias on the part of the reporters. However, in contrast to the questionnaire method, the within-workshop evaluations can include hard evidence of changes in behavior in the form of the results of the assigned activities which are brought in and discussed.

In our experience, results for the participants were most favorable in those workshops in which all of the participants consistently completed the suggested activities that were picked. While some of the teachers expressed interest in the reading materials provided for each session, the readings appear to have had the least impact upon attitudes and classroom behavior of the participants. Most of the teachers reported that the discussions were of value to them in clarifying their ideas and understanding the observations they made at school.

It remains to be seen how long the changes can be sustained, or whether they will be given repeated impetus. However, taken together, the results discussed in this Appendix indicate that, while the majority of educators do not consider sex-role stereotyping in education an important or troublesome problem, and are not therefore inclined to do very much about it on their own, these workshop discussions and the associated activities are appreciated and have value in helping them to adjust their attitudes and practices in the direction of sex-role equity—once they are induced to participate for whatever reason.

For your convenience, at the end of this Appendix we have included two examples of forms, one of which may be used by a group leader in tabulating participants responses to issues raised during the workshop session and one which may be used by participants themselves in expressing their own comments and feelings about individual workshop sessions. You may wish to change these or construct your own to suit your own particular purposes. Should there be a designated leader working with a workshop group, this person may wish to collect the participants' session notes after each meeting to further aid her/him in evaluating the process of the workshops.

WORKSHOP LEADER'S REPORT

1. Can you detect any changes in the group (level of participation, group atmosphere, thoughts about sexism in education), from the start of the session to the finish?

2. If there are participants in this session who have attended previous sessions, can you detect any change in their behavior, level of participation or their thoughts about sexism in education?

3. Please write down any "self-reports" made by participants regarding sexism in education. Such reports should include problem situations participants have shared with the group, personal comments or viewpoints and any statements which reflect changes in attitudes or behaviors.

4. General Comments:

PARTICIPANT'S WORKSHOP EVALUATION

1. Looking back on the workshop session you have just completed, which part of the meeting was most valuable to you as an educator dealing with the area of sex-role stereotyping? Why? Which part was least valuable to you? Why?

2. What other information would you like to receive regarding the topic of this session?

3. As a result of this session, what have you learned that you did not know before?

4. As a result of this session, what if anything, have you changed your mind about?

5. Additional comments:

SAMPLE COVER SHEET

Answer each question by circling the number corresponding to the choice that **seems best or closest** to the one you would give.

For questions 1 through 3, examine the following list of educational goals:

1. helping children to achieve the self-discipline and good habits necessary for good citizenship.
2. maintaining and improving basic academic skills.
3. making children aware of the global problems of the environment, war, poverty and tyranny which threatens the future.
4. eliminating racism and ethnic stereotyping.
5. overcoming the assumptions about sex differences which limits self-realization for both sexes.

For question 1, mark the choice you consider **most** important.
For question 2, mark the choice you consider **second most** important.
For question 3, mark the choice you consider **least** important.

For each of the following questions, indicate the answer that seems best to you.

4. Situations involving sex-role stereotyping have come up in the course of my work:
   1. seldom or never.
   2. used to, but not recently.
   3. I'm not sure.
   4. many times.
   5. more and more often.

5. School age children are most effectively instructed about sex-role differences, expectations and possibilities:
   1. in the home.
   2. in sex education classes.
   3. in special courses or electives, such as guidance classes and cultural studies classes.
   4. in social studies class.
   5. in the course of the regular curriculum (i.e., in history, math, literature, etc.)

6. The best way for schools to promote equality between the sexes is:
   1. counseling young people into career opportunities without regard to sex.
   2. providing non-sexist role models.
   3. care in choosing non-sexist curriculum materials and activities.
   4. special attention to encouraging and teaching skills which used to be reserved largely for members of the other sex.
   5. explicitly pointing out errors in sex-stereotyped ideas which the children may have acquired.

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   5. explicitly pointing out errors in sex-stereotyped ideas which the children may have acquired.

APPENDIX D: SPECIAL MATERIALS FOR COUNSELORS

INTRODUCTION

This Appendix is specially designed for school guidance counselors and is concerned with issues that fall frequently within their purview: sex, sex roles and behavior problems. Two readings are included which relate specifically to these issues. After reading this material, on your own, or preferably, with a group of other school guidance counselors, consider the problem situations which follow in the Appendix. These situations are designed to include incidents dealing with the development of both sex-role identity and sexual identity in the students with whom you work. Following each situation are a set of possible reactions you might find helpful to check against your own reactions and to stimulate further discussion of the issues within your group.

THE DEVELOPMENT OF OBSERVED DIFFERENCES BETWEEN THE SEXES IN BEHAVIOR PROBLEMS

This Manual focuses on the question of how to give boys and girls equal education opportunities. It may seem a simple question when it is a matter of equal oportunities to take history and social studies. It is less simple when viewed as a matter of equal opportunities to **make** history and social studies. It becomes more complicated,as we shall see, in the areas of mathematics and reading, and still more so when we talk of shop, home economics, and physical education.

But what happens when problems arise that are related to a child's sex or sex role? It is then that we frequently turn to the school counselor with questions about sex differences in behavior problems, and sex as a behavior problem. The rest of this reading will be concerned with the first set of questions, and the next reading will take up questions that relate to sexual conduct and sex-role behavior.

In looking at sex differences in behavior problems, we may consider three general questions. First, what are the observed differences between the sexes in frequence of occurrences? Second, what causes them or how do they arise? Third, what do the differences portend, and how should they be approached?

There is space here to mention only a few of the differences in rates of problem conditions between the sexes, and they will be taken in the rough order of the ages at which they occur. In general, males are more problematic when young, females during the younger and middle adult period. There may be another reversal in old age.

As eveyone knows, despite the equal production of male- and female-determining sperm, more boys than girls are conceived, with estimates going as high as 130 to 100. At birth, this ratio is down to about 105 to 100. Throughout life, females seem to be more resistant to infections, to such environmental stress as malnutrition, and to a variety of genetic defects, such as hemophilia. There are also certain degenerative conditions, such as heart disease, which women seem to be protected against until later life. Females are more mature at birth, survive prematurity better, and show more rapid physical development (including the changes which comes with aging) throughout life. Nevertheless, they have greater average longevity.

In one study (Singer et al., 1968) information was collected on 15,000 babies in the first year of life in three cities. Smaller groups were studied in the third and fourth years. Of the 187 neonatal abnormalities, boys were more prone to 71%, girls to 25%. For the first year of life, of 247 possible abnormalities, 65% occurred more frequently in males, 27% in females.

At eight months, male babies had significantly more "abnormal" ratings on all the scales used (which were judgmental, such as "gross motor") except the "social emotional" (whatever that could mean at eight months). There, 7.7% of males and 9.4% of females were judged "abnormal." In a speech and hearing test at three years, 23% of the male and 5% of the females were judged abnormal. In a psychological test at four years, 18% of the males and 12% of the females were judged as having IQs less than 80, or were deficient in motor ability or concept formation.

This pattern continues throughout childhood. It may be asked whether boys simply have more problems, or whether they also have more serious problems. The answer to both questions is yes. In the elementary grades, boys are referred for stuttering and language deficits 2 to 4 times as often as girls. The same is true for "hyperactivity." They have reading problems 4 times as often. More boys than girls suffer from moderate and mild mental deficiency. There is more "childhood autism" among males, which is curious since this condition is sometimes considered a precursor to adult schizophrenia; yet more adult women are judged schizophrenic.

In late adolescence, girls are said to "catch up" in proportion of referrals—particularly in what are called "psychoneuroses." Some observers believe this is because the symptoms that girls show earlier—withdrawal, fearfulness, listlessness—are ignored until they become more vocal about their unhappiness. However, the same pattern as in the United States has been found in studies in England, China and on the Israeli kibbutzim.

Moving on to the second question—that of the explanations of these observed differences—when we talk of differences in disease and death rates, particularly prenatally or early in life, we first look to the physical or biological differences between the sexes which may underlie the statistics. Each individual's sex is programmed in every cell of his or her body, but the body expresses this genetic sex by means of different combinations of sex hormones. Both males and females produce and circulate the hormones of both sexes, only in differing amounts. For some purposes, the male hormones, androgen or testosterone, and the female hormones, estrogen or progesterone, are similar in action; for other purposes, they may be antagonists. Also, although these hormones circulate throughout the body in the bloodstream, different organs are differentially sensitive to their presence. (Money and Ehrhardt, 1972; Ounsted and Taylor, 1972). Some observers have suggested that the higher death rates of male fetuses, and the higher incidence of perinatal abnormalities may reflect maternal sensitization against male embryos.

Another type of explanation traces the differences to the possession of two X chromosomes by females, and only one by males. The effects of harmful sex-linked genes, that is, genes located on the X chromosome, are diluted, attenuated, or compensated for, for example in such conditions as color blindness and hemophilia. There is some recent evidence that spatial ability, a non-deleterious condition, may also be inherited in this manner (Maccoby and Jacklin, 1975). This same mechanism may also account for the greater female resistance to infection and therefore to certain kinds of central nervous system damage, such as epilepsy and encephalitis, which is secondary to infectious diseases. In addition, the double X chromosome may play a part in the faster maturation of girls (Ounsted and Taylor, 1972), which propels them through periods of special vunerability to certain diseases at a more rapid rate.

Estrogen seems to play a role in helping females to resist the effects of malnutrition (Stini, 1971), as well as in protecting them from heart disease. Alternatively, certain men may be vulnerable to early heart disease.

Before birth, the high levels of sex hormones circulating in the fetus are believed to sensitize and organize the brain to react appropriately to increasing hormonal levels as adolescence approaches. Although, during childhood, levels of sex hormones are low in both sexes, differences in behavior, such as differences in grossmotor activity or "aggressiveness," are sometimes attributed to this prenatal sensitization. Another suggested effect of the prenatally sensitized brain has been the difference in the development of brain lateralization, which has been observed in boys and girls (Ounsted and Taylor, 1972; Witelson, 1976). Before about age four, speech functions seem to be processed equally in the left and right hemispheres. In a series of experiments, Kimura (1967) found the left hemisphere (right ear) superior for girls and middle-class boys on a dichotic listening task (where different messages were simultaneously fed into the right and left ears) starting at age four, somewhat later for lower-class boys.

More recently, Witelson (1976) has found that boys show right-hemisphere (left hand and left visual field) superiority on an analogous set of tasks designed to measure relative spatial ability, starting at age six. Girls do not show similar lateralization on spatial tasks until age 13. Still more recently, Witelson (1977) claims that dyslexic boys show delayed lateralization, compared to boys who read normally, with respect to spatial discriminations. She suggested that this may interfere with left hemisphere functions—such as those involved in reading—for boys, but not for girls. Boys and girls, in other words, may tend to use different strategies in approaching the same tasks, because of differences in brain organization. This may be true for mathematical problem solving as well as for reading.

It has also been suggested that sex hormones have more direct behavioral effects, in particular, that testosterone contributes to "aggressive" behavior. Maccoby and Jacklin (1974) claim that boys are not really more active than girls, but just display more large muscle activity. It is not clear if the judgment of "aggressiveness" is mainly associated with large muscle activity, which would account for this difference in behavior. Maccoby also observes that boys seem to show more verbal as well as physical aggression. Attempts to relate increased aggressiveness to the possession in some males of an extra Y chromosome do not seem to have been successful to date. However, testosterone does seem to be associated with libido or sexual desire in both sexes. Estrogen has sometimes been used to counteract excessive sexual activity in males; it does not seem to have this effect on women (Money and Ehrhardt, 1972).

Some people feel that a more plausible mechanism for explaining prepubertal sex differences in behavior in the absence of differences in hormonal levels lies in the process of sex-role learning. The observed differences in behavior problems may then simply be differences in location of the tail ends of the two distributions which result from these different learned patterns. In this theory, it is hypothesized that boys are encouraged to be active and aggressive, and to regard schools as feminine places; academic activities, such as reading, are not considered as well suited to the male role as to the female. Although this theory is plausible and widely believed, there is, in fact, surprisingly little evidence

to support it (Maccoby and Jacklin, 1975). The studies reviewed are equally consistent with two other possible patterns by which parents reward and punish their children's behavior. They may simply reward behavior which they consider socially desirable, irrespective of the sex of the child producing it. Or they may actually notice and encourage behavior they think desirable but unusual in children of a particular sex, such as courage and independence in girls, considerateness and neatness in boys. Maccoby and Jacklin's summary indicates that both sexes are treated very similarly before school age. One difference that does seem to emerge is that boys are the objects of more socialization efforts. They are punished more, get more attention generally, and are considered more interesting.

A third possibility in explaining the observed differences in behavioral problems between the sexes lies in the effect of observer bias. That is, in the possibility that the same behavior is labeled differently in boys and girls. The best known example of this effect is the greater attention that has been paid to sexual activity in teen-aged girls than boys. A large proportion of what has been called "delinquency" in teen-aged girls has been associated with sexual behavior. Boys are almost never in trouble with the law for heterosexual behavior.

In another example, found in a study of 100 disturbed adolescent boys and girls, who had been incarcerated in institutions, no significant differences were found in the number or severity of neurological abnormalities in the two groups. However, 71 boys but only 44 of the girls were labeled anti-social, while 68 of the girls, but only 31 of the boys were considered schizophrenic. That is, there seems to be a tendency in these adolescents to consider the boys bad, but the girls sick (Hertzig and Birch, 1968).

What does this all mean? This question divides into two related ones. What do these findings indicate about prognosis? What should be done about behavior problems which have differential incidences in the two sexes? One deals with a problem with an eye toward both remedying a current situation, and heading off a future trouble.

With regard to predictability for the future, there is both good news and bad. The news is good in that there is a tendency for problems to ameliorate with age, whether or not anything is done about them. But it is not easy to predict adult behavior from childhood conduct, and there do not seem to be any effective means of controlling adult behavior by manipulation of the child. In a lengthy review of studies which attempted to correlate adult mental health with childhood behavior, Kohlberg, La Crosse and Ricks (1973) drew a number of inconclusive and suggestive, rather than firm, inferences. Prediction to later status seemed to be better from "good now" to "good later" than from "bad now." On the other hand, prediction to other measures of concurrent status was bettter from "bad" to "bad" than from "good." That is, for example, a child with subnormal IQ would probably have other problems as well; but a child with normal IQ might be happy or unhappy.

College graduation predicted to job success better than high school graduation; but graduation from a graduate school did not (holding degree and IQ constant). School achievement does not predict to later neurosis, psychosis

or suicide; low school achievement predicts to adult alcoholism and criminality only because school truancy and dropping out produces low achievement. Low achievement accompanied by school attendance does not predict to adult conduct disorders.

Phobias, obsessive-compulsive behavior and anxiety predicts to later schizophrenia in boys but not in girls. Fears of death, violence and mutilation were considered normal in 4-8-year-old boys; the intensity with which they were expressed did not predict to future failure to resolve the condition. Sexual problems in childhood did not predict to adult sexual deviation in general (for girls, "sexual problems" were mostly defined as promiscuity). But "sexual perversion" did predict to adult legal trouble, as did theft, serious vandalism and assault. Non-legal problems, such as truancy, running away and fighting do not predict to adult trouble. Overdependancy and attention-seeking were not predictive of adult psychopathology.

How does one deal with behavior problems? In view of the difficulty of prediction, it seems best to attempt simply to ameliorate the present situation. Exactly what one does depends on what is seen as the explanatory mechanism of the problem. For example, if one believes that the frequency of boys' behavior problems is due to a physical or physiological basis, diagnostic tests and special learning techniques might be in order. If one believes it is due to inappropriate expectations on the part of teachers, then counseling of teachers is in order. If one believes it is due to the inattention to the problems of girls, special efforts to identify these and help girls are indicated. In other words, a closer look at the assumptions we are using about the sources of sex differences is in order.

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SEX ROLES AND SEXUAL IDENTITY

One of the questions which repeatedly arises when the advisability of modifying sex roles is urged, is that of the possible effect such modification might have on the development of sexual identity and sexual behavior itself. The reading in Chapter II of this manual, interestingly enough, indicates that the question of the relationship between sex-appropriate behavior and gender indentification begins early in life. Before the age of six or seven, children may insist on proper dress, hairstyles and activities because they are not clear on just what it is that really determines sexual identity. Is the fear that tampering with sex roles might create or exacerbate sexual aberrations simply a holdover and reflection of that earlier mode of thinking? Or are sex roles really an integral part of sexual functioning? Even if this is the case, would changing sex roles be worth the price to individuals and society in changes in sexual functioning? Or is conventional insistence on conventional sexual behavior simply a part of the insistence on conventional sex roles?

As a matter of fact, there is a great deal of cultural variation in what is considered conventional sexual behavior—at least for males. There are societies in which sexual activity with other boys or adult men is a normal part of growing up for boys. When the proper time comes, in these societies, the boys marry, enjoy heterosexual relationships, and engage in all of the other role-appropriate activities for their sex. There is considerably less cultural variation in what is considered appropriate sexual behavior for women, and considerably less tolerance for inappropriate female conduct, in general.

Even if these observations hold in societies which have institutionalized such variant sexual practices, what is the relationship between sex roles and homosexuality in our own culture, which strongly discourages it? There is a current tendency on the part of both lay persons and many experts to believe that all behavior which does not have an obvious anatomical or physiological source must be learned. However, many years of trying and theorizing have not produced a convincing explanation of how, for example, homosexual behavior is learned. Almost all homosexuals, like almost all heterosexuals, are reared by heterosexuals. More direct explanations have involved the positing of a variety of family interactions and experiences which have not been found to predict a homosexual outcome when applied in advance, rather than as hindsight. It is still possible that homosexuality is a learned condition, but no one has been able to pinpoint exactly what it takes to learn it. Neither dominant mother nor dominant father, nor unpleasant experiences with the opposite sex has been shown to differentiate the homosexual's history from that of anyone else. Acknowledging that the homosexual is no more prone to mental disorders than are other people, the American Psychiatric Association has ceased to classify homosexuality itself as a mental illness.

Another type of explanation which has been energetically pursued is that homosexuality is a type of biological condition. Studies of twins and other types of relatives of homosexuals, and attempts to find hormonal or other physiological differences between homo- and heterosexuals have been inconclusive. Since

homosexuality seems to occur in most, if not all societies, the safest conclusion at this point seems to be that erotic attachments to members of the same sex are simply normal variants of human (and perhaps other mammalian) sexual behavior. Consonant with this view are findings by researchers such as Kinsey that the proportion of same sex and other sex activity varies widely in the population—so widely that from one third to one half of all men eventually experience some same-sex contact. The proportion for women is apparently lower. One, or a few, or even many sexual experiences with members of the same sex, however, does not make a person a homosexual. Many people who are heterosexual by preference will engage in same-sex activities for greater or lesser periods of time if they are cut off from members of the opposite sex (for example, while in prison), or sometimes for ideological reasons. Reports from studies of "group sex" indicate that most, if not all, women will engage in and enjoy such activities if the conditions indicate this is acceptable behavior. The corresponding information on men is not available, and it may be that these reports only reflect the types of social pressures placed on women. In contrast, rates for various kinds of unusual sexual preferences are almost universally reported to be higher in men. For example, the institution of the transvestite, or adopter of the opposite sex role, is far more frequent in primitive societies for men, than for women. This may reflect the greater "fraility of psychosexual identity in men," as one pair of writers has suggested (Money and Ehrhardt, 1972), or it may simply reflect the greater social power of men to have their preferences institutionalized. At the other end of the scale, only a small proportion of the population are exclusively homosexual in their preferences.

What does all this have to do with sex roles? This question can be approached in two ways. On the one hand, most homosexuals adopt the usual sex role in every respect except that of sexual partner preference. Even those who mimic and even exaggerate the mannerisms and preferences of the opposite sex sometimes do so in order to identify themselves and attract sexual partners. On the other hand, there exist groups of people who enjoy dressing in clothes which are conventional in the other sex, and sometimes these also adopt other aspects of the opposite sex role. These range from ceremonial posts in some exotic societies, or cross-dressing on some holidays, to entertainers who work as male and female impersonators in our own society. Such persons may or may not be homosexual.

Some writers, however, do think there exists a kind of continuum in sex-role preference, as well as in sexual partner preference. This continuum ranges from effeminacy (or "masculinity") through transvestism, (a preference for wearing the clothes of the opposite sex) to transsexualism. Once more, neither transvestites nor transsexuals seem to be particularly prone to "mental illness," especially when account is taken of what social stress their unconventional preferences subject them to, and how likely these preferences themselves are to be judged as symptomatic of emotional or mental disorder.

Persons on this proposed "continuum" may or may not be "homosexual." However, as one looks at the transsexual end, a question arises as to what does or does not constitute homosexuality. Although children generally seem to

accept as fixed and unchangeable whatever gender identity is assigned to them before they reach the age of two or three, even in cases where the external sexual organs are ambiguous or contradictory, there does exist a certain group who feel they have been imprisoned in the wrong body. Such people are candidates for sex change operations. Interestingly enough, although throughout life more girls and women say they wish they were born male, most persons requesting surgical and hormonal sex changes are men.

What are the inferences and implications to be drawn from all this? First of all, the "cause" or making of any of these sex roles and sexual preferences divergences is unknown. Although they often appear early in life, there is no particular efficacy in "retraining" or "conditioning" such preferences. Such attempts may only make the children involved even more unhappy.

But even if sexual or sex-role conditioning were possible, would the time and effort be justified? People with unconventional preferences pose no particular danger to others except that of outraging conventional notions of what is proper. Certainly more relaxed attitudes toward what constitutes appropriate dress and appropriate sex roles would be more helpful than anything else in alleviating "psychosexual problems." Less sexually marked styles of dress tend to make transvestites no more noticeable than they wish to be. Such styles, indeed, are the trend in American fashion. Less marked sex roles would reduce the awkwardness and agony of those who reject their assigned gender identity. This is not to say that sexual identity would not continue to be an important part of each person's total identity, but a broader range of permissible traits, activities and preferences would permit each child to realize her or his most satisfying place in the total spread of human possibilities.

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PROBLEM SITUTATIONS

In preparing a report on your counseling activities, you find that most of your work has been with "discipline" problems. You also discover that 90% of these cases have involved boys. What do you make of this situation?

Ms. Fettucini: This seems to be a general trend, especially in the elementary grades.

Ms. Fandango: True, but on the whole, boys are just naturally more troublesome and disobedient than girls.

Mr. Convolvulus: But many teachers have behavioral expectations that are too great for the boys. They want them to behave like girls; they want them to be quiet and submissive.

Mr. Psoroptes: On the other hand, teachers may overlook many problems in girls because they do not command as much attention. After all, a very passive and submissive girl may have a behavior problem as well.

Mr. Mendicant: What is important to keep in mind is that more boys have other problems, such as reading, because of differences in brain development at this age. Boys are more vulnerable to diseases which can effect the central nervous system. Therefore, they show more behavior problems.

A teacher at your school tells you that the parents of a student who is sixteen and a junior found an unfinished six-page story he had written containing accounts of his sexual experiences, all made up and written in the first person as if he were a girl. The teacher advised the parents to talk to you.

Ms. Biosterol: The school is not responsible for what a student does at home.

Ms. Lien: The parents had no business reading their child's private thoughts. A young person of sixteen has the right to his own private thoughts.

Ms. Fettucini: Besides, there is no evidence that this is any indication of sexual deviancy.

Mr. Psoroptes: The boy may just be curious as to how the opposite sex acts in a sexual relationship.

A teacher and you are talking one day about a 6th-grade boy who plays only with the girls on the playground. The teacher comments that the boy might have low self-confidence to be doing this at his age. You reply:

Mr. Pseudonymous: This could lead to serious problems in adulthood. It is important to catch this sort of thing at an early age so it won't cause problems later on.

Ms. Fettucini: Playing with girls isn't a sign of any problem at all.

Mr. Prakrit: Yes, it's alright if they are playing baseball and they need a good pitcher.

Mr. Convolvulus: But, it's best to have a conference with the mother to see if he can't be encouraged to be a bit more athletic. Then he'll play with the boys.

Mr. Reticule: You are all missing the point. It would be far better to get the girls and boys to play together more often!

A girl student comes to you with a situation involving another girlfriend with whom she has been friendly. The friend has suddenly told her that she would like them to exchange rings and go out on dates as if they were going steady. What do you tell her?

Ms. Biosterol: I'd certainly ask her what she did to encourage her friend.

Mr. Pseudonymous: This is a matter for a private therapist. Get the other girl to a psychiatrist.

Mr. Prakrit: I'd just tell her to be less friendly. Don't see this girl anymore, especially alone.

Ms. Piranha: Or, she could just tell the girl that she wants to be friends, but that's all.

Ms. Fettucini: Lots of girls at that age get crushes on other girls.

Several girls have come to you very upset because an effeminate boy made the cheerleading team. These girls are angry because they feel that cheerleading is their part in important school games and, thus, this situation is unfair. How do you handle this situation?

Ms. Latria: When the rules were set up, this was not considered. We should change the rules so that only girls are eligible.

Ms. Carom: We should not permit this since it allows the rest of the student body to make fun of this boy.

Mr. Reticule: We should try to get more activities for girls to get involved in such as sport teams. We need to provide these opportunities for better involvement on the part of all students.

Ms. Decimal: The real question is the role that cheerleaders have always played. Aren't they just standing up there as sex objects anyway?

A teacher at your school tells you that the parents of a student who is sixteen and a junior found an unfinished six-page story she had written containing accounts of her sexual experiences, all made up and written in the first person as if she were a boy. The teacher advised the parents to talk to you. What will you tell them?

Ms. Latria:	These parents better do something to control their daughter!
Mr. Psoroptes:	On the contrary, this girl may just be curious as to how the opposite sex acts in a sexual relationship.
Ms. Fettucini:	There is no reason to think that this incident indicates any problem of a sexual nature.
Ms. Lien:	Besides, the parents had no business reading their child's private thoughts. A young person of sixteen has the right to her own private thoughts.

It has come to your attention that some of the boys who have come to school wearing make-up are using the girl's restroom. What do you think should be done?

Mr. Prakrit:	Make these guys use their own bathroom!
Ms. Piranha:	If the girls do not mind, it's OK. If they do then that is a problem.
Mr. Iambus:	If these guys are using the girl's restroom just to get attention, there are other ways.
Mr. Psoroptes:	If these students are really deviants, we should not make things harder for them.

A teacher has referred a girl student to you for missing class daily. When the girl comes in and you begin talking about class-cutting, she reveals that the real reason for not wanting to go to class is because she has gained the reputation of being an "easy lay" and she can't stand the comments from the other students. What do you say to her?

Ms. Fandango:	It's best to try to check out whether the reputation this girl has gained is true or not before saying anything.
Ms. Carom:	I'd ask the teacher to scold the class for being so heartless even if it is true.
Ms. Latria:	It's time to talk to the whole class about appropriate student conduct inside the classroom as well as outside.
Ms. Integument:	Boys would not be treated in this manner. There's still a double standard being applied in these situations.
Mr. Psoroptes:	What about this poor girl? She probably feels bad because she thinks she has done something wrong. If a woman is the object of sexual allusions, she's made to feel that it's her fault.

A boy comes to you about contraception. What do you tell him?

Ms. Fandango:	It's best to try to find out what the boy already knows!
Ms. Biosterol:	Tell the boy that he doesn't have to be the one to worry about contraception.
Mr. Prakrit:	At least tell the boy to talk to his parents. But, school counselors should not get caught in the middle of such matters.
Mr. Iambus:	I'd tell the boy to go to Planned Parenthood. That way his parents won't have to know a thing about it.
Ms. Lien:	Advise the boy to sign up for the Sex Education class offered next semester.

A girl comes to you about contraception. What do you tell her?

Ms. Biosterol: School counselors should not get involved in such matters. Advise the girl to speak to her parents.

Ms. Latria: You could tell the girl to go to Planned Parenthood. That way her parent's won't have to know a thing about it.

Ms. Lien: Or, you could advise her to sign up for the Sex Education class offered next semester.

Mr. Convolvulus: Wherever she gets her information, she sure needs it. Girls are the ones who need to equip themselves with knowledge about contraception.

Ms. Decimal: That responsibility should be shared by women **and** men. Both sexes need to be equipped with accurate information about contraception.

An unhappy ten-year-old girl tells you that she wishes she were a boy because boys get to do more interesting things. How do you react to her?

Ms. Fandango: Tell her I understand; I felt the same way when I was her age.

Mr. Pseudonymous: It's best to call in her mother for a talk about the special problems her daughter seems to be having.

Mr. Convolvulus: But she will soon grow out of this idea when she realizes what a special role she plays as a woman.

Mr. Iambus: Yes, girls get to do just as many interesting things as boys even though they aren't always the same things.

Ms. Piranha: Find out what her special interests are and then help her to get involved in these areas.

Mrs. Cordeiro has asked you to have her eighth-grade son transferred to a class taught by a male teacher. She is a single parent. She says that she wants the transfer because the boy needs a father figure. What do you say to her?

Ms. Biosterol:	Very well, the views and wishes of parents are important.
Mr. Pseudonymous:	Mrs. Cordeiro should be told that a female teacher will be able to give her son the extra affection he needs.
Mr. Prakrit:	Beside, our male teachers have their classrooms filled with discipline problem students and her son would not fit in.
Mr. Dugong:	It's important to find out what this woman means by "father figure."
Mr. Reticule:	Whatever she means by it, she should be told that all members of the school staff are excellent role models for each individual student regardless of sex.

A young girl whom you've been counseling for several months about academic problems opens today's session with the following: "I think there is something about me you should know. I'm very bad and I've done something really wrong. I have been having sex with my father." How do you react?

Ms. Latria:	Call the police and send them to this girl's home.
Mr. Mendicant:	Right. This is not the sort of problem for a school counselor. Refer this girl to a specialist.
Mr. Prakrit:	Yes, but now that we know the real problem, it's important to get on with the academic concerns.
Ms. Fettucini:	Incest occurs more than we think it does. It's best to be prepared for this sort of situation. All of us need to learn more about it.
Ms. Decimal:	Meanwhile, try to deal with the girl's guilt feelings and why she feels "bad." Women are made to feel that this sort of situation is their own fault.

Ann, a high school junior, is beginning to think about what she would like to do after graduation. She wants to be a doctor and specialize in orthopedics. Her parents say that they are having enough trouble putting her two brothers through college. They would prefer to see Ann go into a field which would not take so long nor be so expensive as medicine. They also feel that she will get married, have children and have to give up her education anyway. She has talked to one of her favorite teachers who suggested that she consider orthopedic nursing or physical therapy. She has come to you for advice. What will you tell her?

Ms. Biosterol:	It's not good for a school conselor to get involved in what might lead to a family argument.
Ms. Fandango:	Besides, her parents are right. She can still work in the area of orthopedics without becoming a doctor.
Mr. Convolvulus:	Tell Ann that med.school is such a long hard road and that if she got married, she would have to decide between her husband or her career.
Ms. Carom:	But, if Ann is really interested in pursuing her career in medicine, it is important to encourage her.
Mr. Dugong:	Invite Ann's parents in for a discussion about the widening career opportunities for women.

APPENDIX E: A SPECIAL SESSION FOR LIBRARIANS

INTRODUCTION

School librarians, as information keepers and disseminators of innovative as well as conventional subject matter, can contribute significantly to both quality and equality in education. This appendix is included to aid librarians in 1) examining the information on hand to make available to students and teacher, 2) obtaining additional resources about women and sex roles and 3) feeding this material into the communication network within each school and between librarians in the community.

Studies and surveys conducted since the 1960's throughout the country have consistently shown under-representation of females and minority groups, along with subtle and blatant stereotyping of females in children's books and textbooks. Despite the considerable attention and discussion devoted to this situation in the last few years, the majority of materials in school libraries remains subject to criticism in this regard. Achieving educational equity in the curriculum and in instructional materials goes beyond the identification of stereotyping and even beyond the diligent efforts on the part of publishers, authors, librarians and book selection committees to insure the availability of balanced and non-limited reading matter in the classroom and the school library. It is also useful to learn to use racially or sexually biased, but otherwise valuable, matter constructively and instructively so that no part of our literary and cultural heritage will be lost; rather the whole will be enriched by new perspectives brought to it. One whole chapter of the Manual, (Chapter V: Curriculum: Choosing and Using,) is devoted to this topic. Appendix A, which includes discussions of alternative ways of identifying and examining sex bias in books and films and in using these materials with students, should also prove useful.

It is equally important to call attention to, and make easily accessible, new or forgotten resources and materials for use in study units and projects related to women, minority groups and sex roles—topics which have so far been relatively little explored in the traditional academic curriculum. This is especially true of local and neighborhood history and culture. Such topics might bridge the natural and social sciences, the language arts, and literature and fine art. They may be

concerned with local ethnic groups or with cultures located throughout the United States, Asia, Europe or Africa. Included in this appendix is a short bibliography of resources, (indexes, abstracts, directories and bibliographies,) about women and sex roles. These resources should prove useful in identifying and obtaining new or forgotten materials for your school. With this goal in mind, the list includes many of the information services available to help in establishing school collections.

The appendix also includes a number of suggested activities that may be used in workshop sessions held by a group made up of school and public librarians. Activities include both meetings and field trips for the entire group and individual work that may be adapted to the needs and interests of individual librarians. This approach is used in the belief that group activities are conducive to the clarification and modification of ideas, while at the same time, permitting more creative and productive results in the end product. However, the activities may also be used by individuals who are not taking part in workshop groups and may be redesigned to meet the specific needs of an individual librarian, library school or student group. Some suggestions for activities for librarians have already been presented in Chapters 2, 3, 4 and 5 of the Manual. You may wish to engage in any or all of these suggested activities if you have not done so previously.

SUGGESTED ACTIVITIES

Activity 1

Develop criteria for examining books for sex bias. (See Chapter V; Curriculum: Choosing and Using, and Appendix B for suggestions.)

Activity 2

Inventory and assess your own school library for its holdings with respect to the subjects of women and sex roles from your card catalog. Make a checklist of these holdings broken into subject bibliographies. Use subject headings on your list which reflect the content of your holdings. You may wish to start with a standard listing. However, the need may arise to supplement such a listing with subject headings of your own. (For example, the Sears List of Subject Headings, 10th Edition, 1972, contains subject headings on "Women" but not on "Sex Roles.") What made you choose these particular headings? Is there a subject heading where your list of books seems short? Which list seems long?

Activity 3

Inventory and assess the holdings at a convenient branch of your public library system with respect to the subjects of women and sex roles. Use the same subject headings as you did for your own collection. Does this checklist duplicate or supplement the list from your own library?

Activity 4

Compare the individual checklists completed in Activities 2 and 3 with the other librarians in your workshop group. Do your subject headings differ? Can you agree on a uniform system of indexing? Discuss what should constitute basic holdings for each library in these areas.

Activity 5

Using the criteria you have developed in Activity 1, review the holdings included on your checklists from Activities 2 and 3. Be sure to annotate your list.

Activity 6

Invite a guest speaker to talk to your group about research skills to better equip yourself to be able to do detective work on your own or to be able to communicate these skills to your students and teachers as they engage in the detective work necessary to uncover work by and/or about women.

Activity 7

Organize a field trip with your group to the main branch of your state library system or to the library of a local college or university. Keep in mind that the purpose of the trip will be to examine the library's current holdings and to assess its potential for use by your students and teachers for various school projects.

Activity 8

If possible, check out the resources available at your local museums, art academies, archives, historical societies or other places which might house information about women in your community. Again examine their holdings and assess their potentialities for use in school projects.

Activity 9

Have each librarian in your workshop group choose a topic or area in which to specialize. These should be chosen according to the librarian's individual assessment of the interests and capabilities of her or his own school population, that of the community, and in accord with her or his own interests. Projects might include building a slide collection from old photographs of the neighborhood which depict the work, dress and lifestyles of local women and men over the past hundred years, the history of the women of a particular ethnic group in your state, women in science and mathematics, a more thorough analysis of women in textbooks or media, etc.

Activity 10

In your group, discuss means of encouraging the utilization of the results of your work by the teachers and students in your schools. This might be accomplished through 1) talks or presentations on your special projects, on the materials now available and on how to access them, 2) developing posters, notices and displays, or 3) discussion among the faculty at your schools.

Activity 11

Within your group, exchange all bibliographies and survey lists which have been developed and offer your list to interested public libraries. Discuss other possible recipients of the information you have collected. Discuss further means of disseminating the information about the resources you have developed through channels that exist within your professional organizations.

Activity 12

Discuss the possibility of lending information among librarians upon request or of exhibits which might be regularly circulated among interested libraries.

WOMEN—A SELECTED BIBLIOGRAPHY OF RESOURCES

INDEXES AND ABSTRACTS

The Education Index. New York: H.W. Wilson, 1929-

Psychological Abstracts. Lancaster, Pa.: American Psychological Association, 1927-

Public Affairs Information Service. New York: Public Affairs Information Service, 1915-

Reader's Guide to Periodical Literature. New York: H.W. Wilson, 1915-

Resources in Education. Washington, D.C.: Educational Resources Information Center, 1975- (Continues **Research in Education**, 1966-1974)

Social Science Index. New York: H.W. Wilson, 1974- (Supersedes in part **Social Sciences and Humanities Index**)

Sociological Abstracts. New York, 1953-

Women Studies Abstracts. Rush, N.Y., 1972-

BIOGRAPHY

American Men and Women of Science. New York: Bowker. Publishes separate directories for agricultural, animal and veterinary sciences; economics; medical sciences; physical and biological sciences; social and behavioral sciences; urban community sciences.

American Women: The Official Who's Who Among the Women of the Nation. Los Angeles, California: Richard Blank Publishing Company, 1935-, biennial.

Notable American Women, 1607-1950: A Biographical Dictionary. Cambridge, Mass.: Belknap Press of Harvard University Press, 1971. 3v.

Principal Women of America, Being the Biographies of American Women Who Stand Pre-Eminent in Their Country. London: The Mitre Press, 1932-, biennial.

Two Thousand Women of Achievement. London: Melrose Press, v.1-, 1969-

Who's Who of American Women and Women of Canada. Chicago: A.N. Marquis Co., 1958-1959-, biennial.

The World Who's Who of Women. Cambridge, England: Melrose Press, v.1-, 1973-

DIRECTORIES

Women's Organizations and Leaders Directory. International ed. Washington: Today Publications and News Service, 1975/76-

World Directory of Women's Organizations. London, 1953-

FILMS

Films By and/or About Women, 1972: Directory of Filmmakers, Films and Distributors, Internationally, Past and Present. Berkeley, California: Women's History Research Center, 1972. 72p.

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Cardinale, Susan. **Special Issues of Serials About Women, 1965-1975.** Monticello, Ill.: Council of Planning Librarians, 1976. 41p. (Exchange Bibliography—Council of Planning Librarians, 995)

Davis, Lenwood G. **The Women in American Society: A Selected Bibliography.** 2nd ed. Monticello, Ill.: Council of Planning Librarians, 1975. 99p. (Exchange bibliography—Council of Planning Librarians, 810-811).

Froschl, Merle and Jane Williamson, eds. **Feminist Resources for Schools and Colleges: A Guide to Curricular Materials.** Revised edition. Old Westbury, New York: The Feminist Press, 1977.

Jacobs, Sue-Ellen. **Women in Perspective: A Guide for Cross-Cultural Studies.** Urbana: University of Illinois Press, 1974. 299p.

Krichmar, Albert. **The Women's Rights Movement in the United States, 1848-1970: A Bibliography and Sourcebook.** Metuchen, N.J.: Scarecrow Press, 1972. 436p.

O'Connor, Patricia Ann. **Women: A Selected Bibliography.** Springfield, Ohio: Women and the Human Revolution at Wittenberg University, 1973. 111p. Or **The Wittenberg Bulletin**, v.70, n.6.

Rennie, Susan, ed. **New Woman's Survival Catalog.** New York: Coward McCann, 1973. 223p.

Rosenberg, Marie Barovic and Len V. Bergstrom, comps. **Women and Society: A Critical Review of the Literature with a Selected Annotated Bibliography.** Beverly Hills, California: Sage Publications, 1975. 354p.

Schacter, Gail and Donna Belli. **The Changing Role of Women in America: A Selected Annotated Bibliography of Reference Sources.** Monticello, Ill.: Council of Planning Librarians, 1975. 36p. (Exchange Bibliography—Council of Planning Librarians, 931).

U.S. Women's Bureau. **A Guide to Sources of Data on Women and Women Workers for the United States and for Regions, States and Local Areas.** Washington, 1972. 15p.

Wheeler, Helen Rippier. **Womanhood Media: Current Resources About Women.** Metuchen, N.J.: Scarecrow Press, 1972. 335p.

Women's Work and Women's Studies. New York: Women's Center, Barnard College, 1971-, annual.

BIBLIOGRAPHIES--NON-SEXIST READING FOR CHILDREN

Feminist on Children's Media. **Little Miss Muffet Fights Back: A Bibliography of Recommended Non-Sexist Books About Girls for Young Readers.** Rev. ed. New York: Feminist on Children's Media, 1974. 62p.

Women on Words and Images (Society). **Dick and Jane as Victims: Sex Stereotyping in Children's Readers: An Analysis.** Princeton, N.J.: 1972. 57p. p. 550-57.

PERIODICALS

Feminist Studies. New York, 1972-1976.

Spokeswoman. Chicago, 1970-

Signs. Chicago: University of Chicago Press. 1975-

Sex Roles: A Journal of Research. New York: City University of New York, 1977-

Moving Out. Detroit, 1971-

Ms. New York, 1972-

Women: A Journal of Liberation. Baltimore, 1969-

Women Today. Washington, D.C.: Today Publications and News Service, 1971-

STATISTICAL SOURCES

U.S. Bureau of the Census. **A Statistical Portrait of Women in the U.S.** Special Studies Series, P-23, No. 58, Washington, D.C., 1976.

U.S. Bureau of Labor Statistics. **U.S. Working Women: A Chartbook.** Bulletin 1880, Washington, D.C., 1975.

U.S. Women's Action Program. **Report of the Women's Action Program.** Washington, D.C.: U.S. Department of Health, Education and Welfare, 1972.

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